DOCUMENT RESUME

ED 369 201 EC 302 930

AUTHOR Kiernan, William; Moon, Sherril

TITLE Project REC: Integrated Social and Leisure Recreation Services for Students with Severe Disabilities. Final Report.

INSTITUTION Children's Hospital, Boston, MA. Training and Research Inst. for People with Disabilities.

SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE [93]

CONTRACT H086U00030

NOTE 251p.; For related documents, see EC 302 931-935.

PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC11 Plus Postage.

DESCRIPTORS Agency Cooperation; *Community Programs; Demonstration Programs; Elementary Secondary Education; Federal Programs; Information Dissemination; Inservice Education; *Leisure Education; Normalization (Disabilities); *Recreational Activities; *Severe Disabilities; *Social Integration

IDENTIFIERS *Community Leisure Facilitators; New England

ABSTRACT

This 3-year project attempted to: (1) provide direct support to students with severe disabilities in accessing recreation opportunities; (2) develop and present inservice training on integrated leisure opportunities in New England; and (3) disseminate information on ways to integrate school and community recreation activities. The project was implemented at three demonstration communities in New England. A total of 119 students with severe disabilities participated in 25 different integrated activities. Inservice training was provided to 25 organizations. Presentations were given at six regional conferences and project findings published in newsletters, journals, and a textbook. The project focused on the role of the community leisure facilitator (CLF) who works with other professionals, volunteers, and families to meet the leisure/recreation needs of this population. Individual and community surveys are attached. Much of this report consists of the following appendices: descriptions of demonstration activities initiated or modified by the project; summaries of initial meetings/training with demonstration towns; summaries of inservice presentations; program and evaluation results of the New England Sports and Recreation Conference; newsletters featuring the project; information on the textbook featuring project demonstrations; data on the role and function of the CLF; data from a study on leisure preferences of students without disabilities; the abstract of a new project proposal; and a guide to assistive technology resources and adaptations. (DB)

ED 369 201

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

I. Title Page - Final Report

Grant # - H086U00030 (OSERS)

Grant Title - Project REC: Integrated Social and
Leisure Recreation Services for
Students with Severe Disabilities

Agency - Training and Research Institute
for People with Disabilities at
Boston Children's Hospital

Project Staff - William Kiernan and Sherril Moon,
Co-principal Investigators

Debra Hart, Cheska Komissar and
Robin Friedlander,
Project Staff

Dates Funded - 5/1/92 - 4/30/93

Project Officer - Dr. Anne Smith

EC 302930

BEST COPY AVAILABLE

II. Executive Summary

The purpose of this project was to demonstrate the variety of ways that a community leisure facilitator (CLF) could help other community professionals and families meet the leisure/recreation needs of students with severe disabilities by integrating school and community recreation options. The three project goals included: (a) direct support to students with severe disabilities in accessing recreation opportunities; (b) inservice training on integrated leisure opportunities in New England; and (c) national dissemination of information on ways to integrate school and community recreation activities.

Through a variety of demonstrations we helped 119 students with severe disabilities participate in 25 different activities. Over 3,000 nondisabled students were involved in some way in project activities. This process was documented as we developed a variety of formats for determining accessibility, peer interests, preference, and program satisfaction. We also provided training to other professionals and families in the towns where we provided direct support so that others could continue to support students with severe disabilities after the project ended.

The project also enabled us to provide inservice to other leisure providers throughout New England on integrating school and community programs. We worked directly with 25 organizations throughout the region and presented at six regional conferences. We also disseminated products (papers, resource lists, and

and we co-sponsored a major conference in New England on integrated leisure activities.

We were able to disseminate information nationally through a variety of formats including national newsletters, papers, access surveys, national conferences, and the publication of a textbook.

This project was ultimately able to show the ways in which a leisure facilitator can accomplish a variety of tasks from direct support to formal training to product dissemination when he or she has the flexibility to work on integrated leisure participation on a fulltime basis.

III. Table of Contents

Topic	Pages	Related Tables, Figures, Appendices
Goals and Objectives of the Report	1 - 5	Table 1 Figures 1 - 8 Appendices A - F
Conceptual Framework for the Project	5 - 7	Table 2 Figures 1 - 8 Appendices A, B, C, G
Descriptions of the Model and Participants	7 - 9	Table 1 Appendices A, B, C
Methodological/Logistical Problems	9 - 10	
Research on Evaluation Findings	10	Tables 2, 3 Figures 1 - 8 Appendices G, H
Project Impact	11 - 12	Tables 1, 2 Appendices A, B, C, F, I
Information Sent to ERIC	12	Appendix I

IV. Goals and Objectives of the Project

There were three major goals and four primary objectives associated with each of the three goals. All goals and objectives were achieved as is described in this section. Supporting materials for each of the objectives are referenced here but may be found in later sections of this report.

Goal 1: Demonstrations of Integrated Leisure Programs in a Variety of Settings

The major goal of this project was to assist 50 school-aged children with severe disabilities access and participate in a variety of typical leisure opportunities in their home schools and local community. As Table 1 indicates, this was accomplished for 119 students in at least 24 different activities. As well, over 3335 nondisabled students participated in some way in these activities. Specific demonstrations are described in Appendix A.

Objective 1 - Determining leisure expectations and preferences. Our purpose here was to develop a number of instruments for determining individual, family, and community preferences for leisure participation. At least 1,000 individuals in at least five towns were surveyed. Figures 1 through 8 show forms that have been developed, field tested, and disseminated nationally.

Two papers, Record Keeping that Makes Sense and what's In and What's Not (See Attached Products) contain data related to this objective.

Objective 2 - Determining existing activities, accessibility, and needed modifications. We used the instruments described above (see attached papers Finding or Creating the Fun in Your Community or School and Record Keeping that Makes Sense for the Community Leisure Facilitator) and we developed an accessibility survey (see attached product, Community Access Survey) to meet this objective. A number of activities were modified in several local schools and towns (see Appendix A for descriptions).

Objective 3 - Modifying existing and initiating new leisure programs. Project staff developed many new programs in situations where families or individuals indicated preferences for activities that did not exist. One of the major new programs began was an integrated summer camp program in Waltham (see attached paper, Integrating Summer Day Camps: A Process for City-Wide Change). Other new programs included friendship clubs, activity periods, volunteer programs ,and a variety of nonstructured activities such as "hanging out". (See attached paper, Finding or Creating the Fun in Your Community or School) for more details on these programs.

Objective 4 - Providing technical assistance to participants. We provided training throughout the three years to all families and communities in Boston, Waltham, Newton, and Wellesley. Appendices B and C provide descriptions of these training programs.

Goal 2: Inservice Training throughout New England

The second goal of this project was to make presentations throughout the region on integrating leisure programs and to disseminate written products throughout the region.

Objective 1 - Providing technical assistance in conjunction with at least ten organizations in New England. We worked with over 25 organizations outside of our project towns (Newton, Waltham, and Wellesley) over the three year period. Agendas are shown in Appendix C.

Objective 2 - Presenting at least four major New England conferences. We met this objective by presenting our project findings at two New England TASH Conferences, Massachusetts Recreation and Park Association Conference, the New England Technology and Disability Conference, the New England Down Syndrome Society Conference, and the New England Recreation and Park Association Conference.

Objective 3 - Disseminating information throughout New England. We disseminated project products to at least 1,000 organizations and individuals throughout the region. These products (see attached) included a variety of papers, resource lists, and newsletters.

Objective 4 - Co-sponsoring a major conference in New England on integrated programs. This objective was accomplished by sponsoring a major conference during the third year with Partners For Disabled Youth, Inc. and Project School Care. The conference, held on October 16, 1992 included 35 concurrent sessions and a keynote presentation by the Hoyt team. Appendix D provides the conference program and evaluation results.

Goal 3: National Dissemination of Information on Integrated Leisure Programs

Over the three year project period we used a variety of formats to reach families, professionals, and community organizations across the country.

Objective 1 - Disseminating an implementation manual outlining project activities. Rather than writing a single manual, we disseminated several content papers related to project activities. These were mailed to a national list of individuals and organizations that has been complied over a decade by the Training and Research Institute of which Project REC is a part. These papers (see attached) included: (a) Finding or Creating the Fun in your Community or School; (b) The Community Leisure Facilitator; (c) Record Keeping that Makes Sense for the Community Leisure Facilitator; (d) Having Fun: What's In and What's Not; and (e) Integrating Summer Camps: A Process for City-Wide Change.

We also have disseminated our Community Access Survey nationally along with a variety of resource lists (see attached).

Objective 2 - Articles in national newsletters. We have published materials in the Institute Brief, the TASH Newsletter (see Appendix E), and are in the process of writing a newsletter for NICHCY. The publication schedule at NICHCY is backed up but publication of this particular issue on recreation is slated for early 1994.

Objective 3 - Presentations at two national conferences. Staff made presentations at eight national conferences, TASH (1991 and 1992) NAPR (1992 and 1993) AAMR (1992 and 1993), AAPERD (1992), and National Down Syndrome Congress (1991).

Objective 4 - Submissions to professional journals. We have submitted a manuscript to one professional journal, The Exceptional Parent. We are in the process of rewriting two other manuscripts for submission to Therapeutic Recreation Journal and Teaching Exceptional Children.

Due to the success of the project, we will have findings published in a textbook edited by Sherril Moon and published by Paul H. Brookes. The book will be out in July, 1994. The advertisement and front materials for the book are provided in Appendix F.

V. Conceptual Framework for the Project

This project was based on the concept that a community leisure facilitator (CLF) could work with other professionals, volunteers, and families in a variety of ways to meet the leisure/recreation needs of students with severe disabilities by changing existing options or creating new ones as needed. The purpose was to show how facilitators could meet diverse and changing needs of any community by evaluation, inservice training, direct service, and product development. Ultimately, we wished to document this process on a daily, yearly, and three year period basis so that other community agencies or schools could understand what should be expected of someone assuming this kind of position. As we wrote on page 12 of the Project REC proposal, "the core concept of this proposal is that anyone can be included ...through as many avenues as we can find."

Two products, The Community Leisure Facilitator and Finding or Creating the Fun in Your Community or School, document how a CLF can work with various community and school organizations. These papers have also been edited into two chapters of the upcoming textbook that further document this process. Within this report Appendix G provides samples of the data we kept regarding the day to day and yearly functions of the CLF. This information is also contained in the paper and text chapter titled The Community Leisure Facilitator.

Even more specific information on the variety of data keeping formats that the CLF can use in working with communities and schools to evaluate, modify, or initiate programs was documented in the paper, Record Keeping that Makes Sense for the Community Leisure Facilitator. This information is also contained in the text. Figures 1 through 8 of this report form the basis of this process and were developed an field tested over the three years of this project.

Basically, we found that a CLF should be willing and able to do almost anything from making a simple phone call to providing inservice training to large groups to actually accompanying large numbers of students to specific programs over several months. This person should be an advocate, public relations expert, therapeutic recreation specialist, case manager, and most importantly, highly flexible. The skills that were particularly important for this role include (a) providing direct service support in recreation programs; (b) providing family support; (c) participating in program coordination across agencies; (d) training other professionals in both formal (workshops) and hands-on (technical assistance) situations. Table 2 presents a quantitative overview of what two full time CLF's can accomplish over a two and one-half year period. More descriptive data related to the activities of the CLF's on this project are provide in Appendices A, B, C, and G.

VI. Descriptions of the Model and Participants

We proposed to provide demonstration programs in and training to families, schools, and community organizations (recreation personnel, volunteer and advocacy groups, and human service agencies) in three demonstration communities within a 15 mile radius of Boston (Waltham, Newton, and Wellesley, MA) and then throughout New England. We chose three cities that reflected the ethnic, economic, and social/demographic characteristics of New England to see how many different ways a community leisure facilitator could enhance leisure participation of students with severe disabilities. For example, Newton was a "commuter" town in which a high percentage of residents were white collar workers. Waltham had a varied ethnic base with the economy of these cities reflecting blue collar occupations. Wellesley was more suburban in nature, having no industrial base with most of its residents working in Boston. All three cities had active volunteer programs such as Big Brothers/Big Sisters, a large number of organized religious groups, YMCA's and YWCA's, parks and recreation departments, and a variety of human service provider groups. Initially, there were few if any integrated leisure activities occurring in these towns or their schools, but all expressed an interest in initiating new activities before the grant was funded.

Initially, the two full-time CLF's wrote to special education directors, therapeutic specialists in park and recreation departments, ARC directors, and Parent Advisory Committees (PAC) in the three towns to advertise the project's availability. The two CLF's then met with any groups who indicated an interest in getting students involved in regular community activities. (See Appendix B for descriptions of these initial community contact meetings.) It was through these contacts that specific integrated activities were initiated or modified (See Table 1 and Appendix A) and other training sessions (see Appendix C) were scheduled. Inservice training throughout the New England region and at national conferences began in 1991. Most regional presentations are described in Appendix C.

We found that the three demonstration communities and nearly all towns throughout the region had very similar needs. For example, parent groups in every town requested information on how they could access typical programs such as YMCA activities, park and recreation options, and summer camp. Special educators wanted inservice training and direct support in getting students with disabilities into physical education classes and extra curricular programs. Park and recreation personnel wanted specific technical assistance and direct support in integrating activities such as camps, swimming classes, and team events. Nearly all groups requested assistance with accessibility requirements and new ADA mandates. In most cases, some combination of direct involvement (accompanying one or more students to a specific activity) and short term training (workshop) was used to help a student get involved in a school or community program. In every case, a good deal of time had to be spent with families explaining how they could enhance the continued participation of their son or daughter. Most of this communication was done via phone.

VII. Methodological/Logistical Problems

We encountered no major logistical problems in implementing the objectives of the project. As described in Section IV of this report, the three original project goals and 12 corresponding objectives were met or exceeded.

VIII. Research or Evaluation Findings

The primary evaluation focus of this demonstration project was to determine the role and function of a CLF. A thorough description of this effort is contained in the paper, The Community Leisure Facilitator. Data regarding primary duties of this person is shown in Table 2 and Appendix G.

Another major evaluation effort of the project was to determine the cost and program effectiveness of integrating summer day camps in one demonstration city. The paper, Integrating Summer Day Camps: A Process for City-Wide Change details this effort. Cost effectiveness data from this analysis is contained in Table 3.

A third research or evaluation project involved determining the leisure preferences of nondisabled students in the Greater Boston area. This study is outlined in the paper, What's In and What's Not. Appendix H of this report provides the data from this study.

The final evaluation effort entailed developing data keeping systems that typical recreation providers could use. The paper, Record Keeping that Makes Sense for the Community Leisure Facilitator describes this process. Figures 1 through 8 show the final forms that were developed and used by project participants.

IX. Project Impact

We believe that this project has had a positive impact on the provision of integrated leisure activities. First, we were able to directly improve integrated service provision to many more students and families with and without disabilities than we originally planned (see Table 1). We were also able to provide a variety of training formats to families and organizations throughout New England (see Appendices A, B, and C). The implication is that a CLF can accomplish a variety of tasks from direct support to formal training to product development when they have the training and flexibility to work on integrated leisure participation on a fulltime basis (see Table 2).

Our dissemination efforts should also enhance integration efforts as we have developed practical guides designed for direct service providers, advocates, and families. The major manuals/ papers that have been disseminated to groups and individuals throughout New England include:

1) Community Access Survey
2) A Guide to Assistive Technology Resources and Adaptations
3) The Community Leisure Facilitator
4) Having Fun: What's In and What's Not
5) Record Keeping That Makes Sense for the Community Leisure Facilitator
6) Integrating Summer Day Camps: A Process for City-Wide Change

Our project efforts will effect service provision on a national level through the publication of a textbook by Brookes Publishing Company in 1994 (see Appendix F).

Finally, Project REC continues to work on inservice efforts after funding because OSERS has funded another project which allows the two full-time CLF's to train others in communities throughout New England to provide integrated leisure activities. In other words, Project REC staff have evolved from direct support providers to trainers of other potential CLF's. This new project is outlined in the grant abstract contained in Appendix I.

X. Information Sent to ERIC

This final report and the six products listed above in Section IX of this report have been sent to the ERIC Clearinghouse on Disabilities and Gifted Education in Reston, Virginia. The cover letter sent with this materials should serve as the assurance statement that this has been done (see Appendix J).

Table 1

Numbers of students with and without disabilities by activity

Activities	# of students with disabiliites	# of students without disabilities
Hanging Out	25	61
Scouts	7	55
Swimming Lessons (YMCA)	4	31
School Gym Class	2	49
Soccer (YMCA, informal)	2	37
Community Theater	2	40
Camp (YMCA, Boys & Girls Club, Scouts, Community, Private)	54	2150
Volunteer (YMCA camp)	1	450
Woodworking class (community ed.)	1	9
Computer class (community ed.)	1	10
Cooking class (community ed.)	1	6
Little League	3	81
Social Club	5	53
Baseball Card Club (recreation dept.)	1	17
Afterschool program (rec. dept., Jewish Community Center)	2	48
Activity Period	5	35
Sailing (private club)	2	8
Gymnastics (private center)	1	9
School dances	1	100
Recess	1	27
Day Trippers (school)	7	14
Basketball (school, YMCA)	2	31
Chess Club (rec. dept.)	1	5
Ski Lessons (rec. dept.)	1	9
Total number of Kids	**119**	**3335**

Table 2
Role and Function of the CLF

RECREATION/LEISURE ACTIVITIES SUMMARY

9/1/90—5/30/93

STUDENT CONTACT #	STUDENT HOURS	TOTAL # STUDENTS	FAMILY CONTACT #	FAMILY CONTACT HOURS	COMMUNITY CONTACT #	COMMUNITY HOURS	PRODUCT HOURS	PRODUCT	OFFICE HOURS	TRAVEL TIME	PR
546	681.5	119*	126	200.5	704	592	1643	13	5651	981	210

DEFINITIONS:

STUDENT CONTACT - The number of times students contacted

STUDENT HOURS - The total number of hours spent with students

TOTAL # STUDENTS - The total number of students that participated in project (unduplicated count)

FAMILY CONTACT # - The total number of families contacted

FAMILY CONTACT HOURS - The total number of hours spent with each family

COMMUNITY CONTACT # - The total number of community contacts

COMMUNITY CONTACT HOURS - The total number of hours spent with community contacts

PRODUCT HOURS - The total number of hours spent on product development

PRODUCT - The total number of products developed

OFFICE HOURS - The total number of office hours

TRAVEL TIME - The total number of hours spent intravel time

PR - The total number of hours spent on presentations (e.g., conferences, trainings)

*Please note: This number reflects direct contact with students. Project staff were also able to assist over 100 additional students by giving technical assistance over the phone to students, families and recreation providers. This technical assistance is reflected in "Office Hours."

Table 3

Cost Effectiveness - Segregated vs. Integrated Summer Camps

GWARC Camp Budget Comparisons for 1991, 1990 and 1989

FUNDING	1991	1990	1989
City of Waltham	$20,000	$30,000	$25,000
Camper Fees	0	$3,750	$3,000
Donations	$12,000	$1,500	$2,850
TOTAL FUNDING	$32,000	$35,250	$30,850
EXPENSES			
Salaries and Related Expenses			
Camp Director	$3,810	$3,500	$3,600
Counselors (1991-5, 1990-7, 1989-6)	$12,715	$12,700	$10,515
Counselors In-Training (1991-2)	$1,260	0	0
Medical Staff	0	$3,550	$2,945
Consultant - Behaviorist	$1,460	$2,195	0
FICA	$1,545	$1,510	$1,060
Workmens Compensations	$220	$180	$110
Unemployment Insurance	$625	$540	$310
Total Salaries and Related	$21,635	$24,175	$18540
Transportation	$3,000	$3,000	$4,200
Supplies and Materials	$250	$1,050	$1,450
Activity and Event Fees	0	$850	$1,000
Insurance	$250	$250	$310
Administrative Expenses (GWARC Management, Secretarial, Public Relations, Employment Ads, Office Supplies, Postage and Rental Fees, Scholarships)	$6,865	$5,925	$5,350
TOTAL EXPENSES	$32,000	$35,250	$30,850

©Project REC, Training and Research Institute for People with Disabilities: this article may be copied for private use but not for profit or publication.

Figure 1

RECREATION PROGRAM ANALYSIS

Name of Organization/Facility: ______________________________

Contact Person & Role: ______________________________

Phone Number (Voice): ____________________ (TDD): ____________

Transportation Alternatives : ☐ a.Car ☐ b.Public Transportation ☐ c.Facility provided transport

Are b or c accessible? ☐ Yes ☐ No

Please describe the route between drop-off for b &/or c and facility (e.g., accessibility, busy streets)

____

Activity/Group	Age of Participants	Gender	Number of Participants
1.			
2.			
3.			
4.			
5.			

Please make sure that information listed below corresponds to the above activities.

Date(s)	Day(s)	Time(s)	Membership Costs & Fees	Subsidy Available	Reduced Rate
1.					
2.					
3.					
4.					
5.					

Equipment/machines used : ☐ Yes ☐ No ☐ Facility owned ☐ Participant owned

Type of equipment: ______________________________

Speical related rules (e.g., specific type of dress): ______________________________

____

Physical demands/medical considerations of site (e.g., temperature, lighting): ____________

____

Do people with disabilities currently participate in programs? ☐ Yes ☐ No ☐ Integrated ☐ Separate

Would staff like more information/training? ☐ Yes ☐ No

Accessibility Comments (use Community Accessibility Survey): ____________

____

____

Other Information: ______________________________

____

Figure 2

RECREATION SURVEY

Location of survey ______________________________

City or Town where you live ______________________________

Birthday: ______/______/______ ☐ Male ☐ Female
month day year

1. What do you do for fun or in your free time? Please list the three activities you do most often.

1. ______________________________
2. ______________________________
3. ______________________________

2. When you are doing something for fun, is it usually by yourself, with 1 to 3 other people, or in a group of people larger than 3? Please check the answer that most often applies.

☐ 1. In my free time I usually am by myself.
☐ 2. I spend most of my free time with 1 to 3 other people.
☐ 3. I spend most of my free time with a group of people larger than 3.

3. Do you sing or play any musical instruments? If so, please list them below. If you do not sing or play any musical instruments please leave this question blank and go on to question #4.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

4. Are you a part of any organized groups or do you take any lessons (for example, sports, clubs, music lessons)? Please list any of these below. If there are no groups or lessons that you do please leave this question blank and go to question # 6.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

5. Please list the organized groups or lessons that you identified in question number 4 as "fun" or "not fun" .

FUN	NOT FUN
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________
5. ______________	5. ______________

6. Which sports or physical activities do you most enjoy doing? Please list your favorite below. If there are no sports which you enjoy doing please leave this question blank and go to question #7.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

7. Which sports or physical activities do you most enjoy watching (for example, on TV or in a stadium)? Please list your favorite 3 below. If there are no sports/activities which you enjoy watching please leave this question blank and go on to question # 8.

1. ____
2. ____
3. ____

8. What kind of music do you enjoy listening to? Please list your favorite performance artists, groups or composers below.

1. ____
2. ____
3. ____
4. ____
5. ____

9. Do you have any hobbies? Please list any that you enjoy below. If you do not have any hobbies please leave this question blank and go to question #10.

1. ____
2. ____
3. ____
4. ____

10. What would you do if you could do **anything** for fun when you had an hour?

____

10b. What would you do if you could do **anything** for fun when you had a whole day?

____

10c. What would you do if you could do **anything** for fun when you had several days?

____

11. How many really close friends do you have? Please list the number below.

________ close friend(s)

12.a) On the average, how many hours of T.V. do you watch every day? Please indicate the number of hours below. If you do not watch T.V. please go on to question #13.

________ hour(s) of T.V.

b) What is your favorite TV show?

____ is my favorite T.V. show.

13. How do you get to activities that you do for fun when you have to leave home to do them? Please check the answer that most often applies .

☐ My parents
☐ My bike
☐ I walk
☐ Other

☐ Public transportation (bus, train)
☐ My friends parents
☐ I drive myself

14. What games/toys do you enjoy? Please list the games/toys below.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

15.a) Would you consider inviting a person with a handicap to join you in "having some fun" if there were such a person who was looking to make new friends ? Please check the response that best identifies how you feel.

☐ YES ☐ NO ☐ NOT SURE

b) Would your group of friends consider inviting a person with a handicap to join you in "having some fun" if there were such a person who was looking to make new friends? Please check the response that best identifies how you feel.

☐ YES ☐ NO ☐ NOT SURE

Figure 3

RECREATION INTEREST SURVEY

Student Name____
First Last

Student Date of Birth ___/___/___ Gender: ☐ Male ☐ Female Grade ________

School Student Attends____
Name City/Town

Parent(s) Name____
First Last

Address ____
Street City/Town Zip Code

Phone Number (Home) ____________________ (Work)____________________

RECREATION EXPERIENCES:

1. Are you interested in having your son/daughter participate in recreation activities with children who are nondisabled? ☐ Yes ☐ No ☐ Don't know

2. Do you feel that the recreation facilities in your community are physically accessible for your child (e.g., swimming pool, movie theaters, bowling alleys)? ☐ Yes ☐ No ☐ Don't know

3. What sources do you use to find out about recreational activities for your child? *Please check all that apply.*

☐ Newspaper(s) ☐ Friends ☐ Information from school
☐ Special publications from recreational providers ☐ Other (*please explain*)________________
____

4. How does your son/daughter currently spend his/her time when they are not in school? *Please check all that apply.*

☐ Listening to music ☐ Watching T.V. ☐ Spending time with friends
☐ Going out to eat ☐ Shopping ☐ Spending time with family
☐ Going to the Movies ☐ Hobbies ☐ Reading
☐ Other (*please explain*)________________________________
____

5. What types of organized recreational activities is your son/daughter currently involved in? *Please check all that apply.*

☐ Organized Sports ☐ Boy/Girl Scouts ☐ Church/Temple Groups
☐ Social Clubs ☐ Music Lessons ☐ In School activities
☐ None ☐ Other (*please explain*)__________________________

6. Have you ever enrolled your child in a community recreation activity?

☐ Yes
☐ No

(If yes, please check which activity. If no, please explain why.)

☐ Organized Sports
☐ Social Clubs
☐ Other *(please explain)*____________________
☐ Boy/Girl Scouts
☐ Music Lessons
☐ Church/Temple Groups
☐ In School activities

Comments ____________________

7. Which of the above activities did your child enjoy the most and why?

☐ Organized Sports
☐ Social Clubs
☐ Other *(please explain)*____________________
☐ Boy/Girl Scouts
☐ Music Lessons
☐ Church/Temple Groups
☐ In School activities

Comments ____________________

8. The following is a list of activities that are commonly offered by local Recreation Departments. Please place a check mark next to the **5 activities** you think your son/daughter would **most** enjoy.

•RECREATION ACTIVITIES

☐ Aerobics
☐ Beading & Knotting
☐ Piano Lessons
☐ Basic Sewing
☐ Fashion Design
☐ Gymnastics
☐ Swim Lessons
☐ Baseball
☐ Swim Lessons
☐ Lifeguard Training
☐ Summer Day Camp
☐ Ballet & Tap
☐ Karate
☐ Puppet Making & Show
☐ Skiing: Cross Country
☐ Golf
☐ Art Workshop
☐ Volleyball
☐ Kayaking Lessons
☐ Sailing
☐ Tennis
☐ Basketball
☐ Creative Movement
☐ Quilting
☐ Skiing: Downhill
☐ Guitar Lessons
☐ Standard First Aid
☐ Yoga
☐ Soccer
☐ Windsurfing
☐ Emergency Water Safety

• These activities will depend on what is provided by your local school or parks & recreation department

9. Are there any other types of recreational activities that your think your child would enjoy?

☐ YES
☐ NO

*(If YES, please describe)*______________________________

SUPPORT NEEDS

10. Please place a check mark next to each area where your child may have particular support need(s). If the supports are related to a specific activity, or equipment is necessary for your child to participate, please be sure to include this information. Please mark all that apply & use the comments section for specific detail.

A. PHYSICAL CONSIDERATIONS

☐ Mobility
☐ Dexterity
☐ Vision
☐ Hearing
☐ Communication
☐ None
☐ Other (please explain)______________________________

Comments______________________________

____

B. MEDICAL CONSIDERATIONS

☐ Diabetes
☐ Allergic Reactions
☐ None
☐ Other medical condition which could restrict participation
☐ Seizures
☐ Medication

Comments______________________________

____

C. SOCIALIZATION CONSIDERATIONS

☐ Interacts well with peers
☐ Interacts well with adults
☐ Prefers large groups
☐ Prefers to be alone
☐ Does not interact well with peers
☐ Does not interact well with adults
☐ Prefers small groups

Comments ______________________________

____

D. FAMILY SUPPORT CONSIDERATIONS

TRANSPORTATION ISSUES

☐ Family member or friend will transport
☐ No transportation available
☐ Child can transport self independently
☐ Other______________________________

ACTIVITY COST CONCERNS *(please explain)* ______________________________

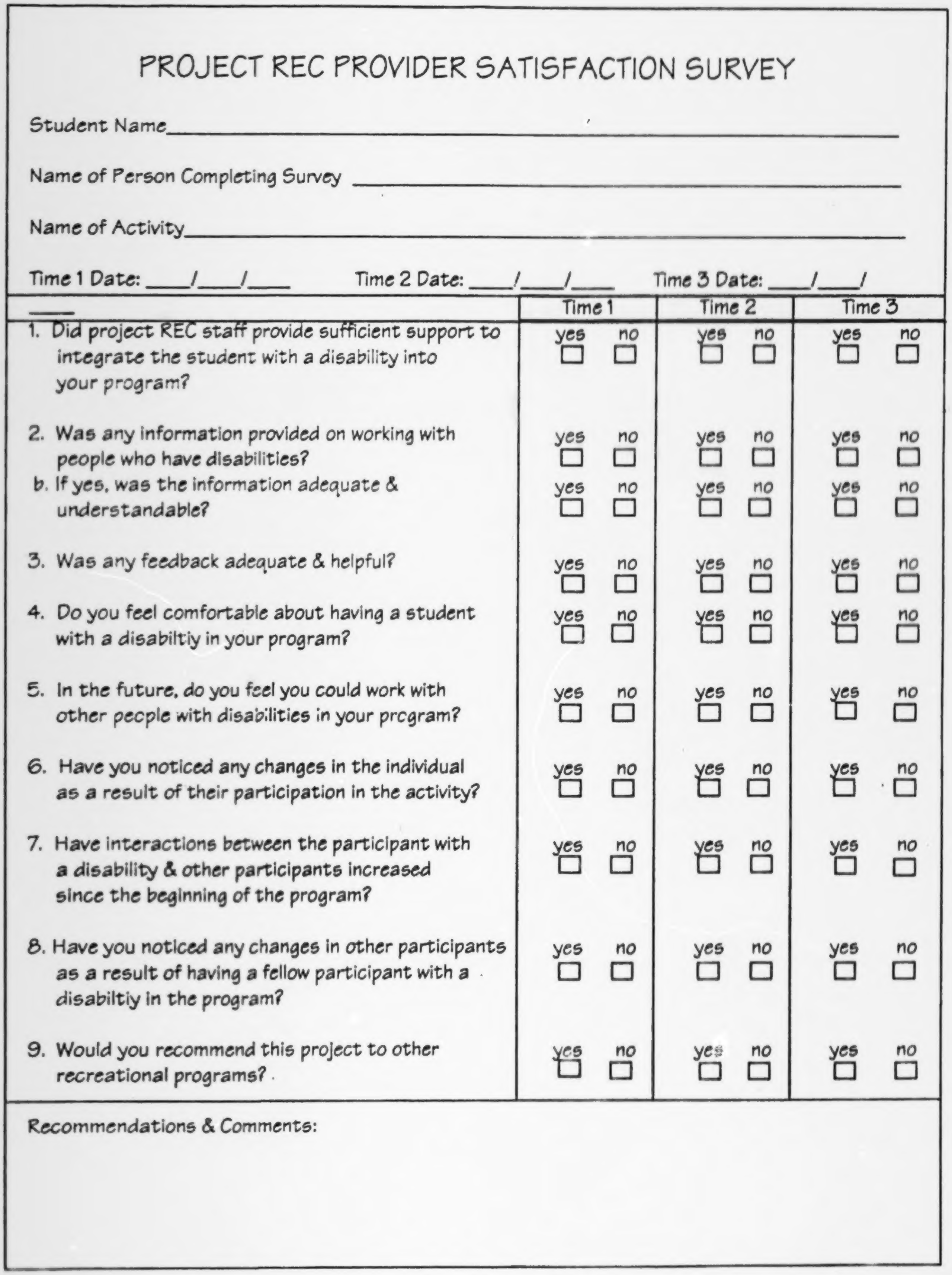
____

SCHEDULING NEEDS *(please explain)*______________________________

____

THANK YOU FOR YOUR ASSISTANCE IN COMPLETING THIS SURVEY!

Figure 4



PROJECT REC PROVIDER SATISFACTION SURVEY

Student Name____

Name of Person Completing Survey ______________________________

Name of Activity____

Time 1 Date: ____/____/____ Time 2 Date: ____/____/____ Time 3 Date: ____/____/

____	Time 1		Time 2		Time 3	
1. Did project REC staff provide sufficient support to integrate the student with a disability into your program?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
2. Was any information provided on working with people who have disabilities?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
b. If yes, was the information adequate & understandable?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
3. Was any feedback adequate & helpful?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
4. Do you feel comfortable about having a student with a disabiltiy in your program?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
5. In the future, do you feel you could work with other people with disabilities in your program?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
6. Have you noticed any changes in the individual as a result of their participation in the activity?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
7. Have interactions between the participant with a disability & other participants increased since the beginning of the program?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
8. Have you noticed any changes in other participants as a result of having a fellow participant with a disabiltiy in the program?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
9. Would you recommend this project to other recreational programs?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐

Recommendations & Comments:

Figure 5

VOLUNTEER QUESTIONNAIRE

Name: ______________________ Date: ___/___/___

Address (Home) ______________________

Telephone Number (Home) ______________ (Business)______________

Birthdate: ___/___/___ Gender: ☐ Female ☐ Male

---

1. Are you currently in school? ☐ yes ☐ no
   If yes, please write the name of the school & the grade you are in below:
   Name of School______________________ Grade ____
2. Do you have any special skills, talents &/or interests:
   If yes, please describe ______________________
3. What do you like to do best during your free time? Please Describe______________________
   ____
4. Have you had any volunteer experience? ☐ yes ☐ no
   If yes,please describe______________________
5. Have you had any experience with people who have a mental or physical disabilities? ☐ yes ☐ no
   If yes, please describe______________________
6. Do you prefer to participate with an individual of a specific age or gender? Please check all that apply.
   ☐ Child ☐ Teenager ☐ Male ☐ Female ☐ Don't Care
7. If you are in school, would you be willing to take a project participant to any of your nonacademic classes or school sponsored activities (e.g., school athletic teams, after school clubs)
   ☐ yes ☐ no ☐ not Sure ☐ not in clubs.
   If yes, please describe______________________
8. Do you have your own transportation? ☐ yes ☐ no
   If yes, would you be willing to transport a project participant to an activity? ☐ yes ☐ no
9. Would you be willing to travel to a surrounding community to meet with a project participant?
   ☐ yes ☐ no
10. How many days per week would you be able to participate? Please circle the correct number.
    1 2 3 4 5 6 7
11. Please circle the best days for you to participate.
    Monday Tuesday Wednesday Thursday Friday Saturday Sunday
12. What are the best times of day for you to participate? ______________________

Figure 6

RECREATION/LEISURE PARTICIPANT FOLLOW-UP SURVEY

Name of Participant:____

Project Staff:____

Activity:____

Time 1 Date: ____/____/____ Time 2 Date: ____/____/____ Time 3 Date: ____/____/____

	Time 1		Time 2		Time 3	
1. Is the participant still part of the activity? If no, please explain____________________ ______________________________	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
2. Did support need to be reinstated by project staff after initial pullout? If yes, please explain____________________ ______________________________	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
3. Does the participant need continuing support in order to participate in the activity? If yes, who is providing the support?__________ ______________________________	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
4. Has the participant begun other activities as a result of this acitivity? If yes, what is the name of the new activity & who initiated this participation?__________ ______________________________	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
5. Has anything occured outside of the activity as a result of the activity? (e.g., new friends) If yes, please explain____________________ ______________________________	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
6. Have there been any problems with participation? If yes, was a solution found & who identified the solution?____________________ ______________________________	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐
7. Is further intervention needed?	yes ☐	no ☐	yes ☐	no ☐	yes ☐	no ☐

Recommendations & Comments:

Figure 7

PROJECT REC PARENT FOLLOW-UP SURVEY

Name of Child: ____________________

Project Staff: ____________________

Name of Activity: ____________________ Date: ___/___/___

	YES	NO
1. Was the project staff helpful in identifying recreation activities for your child?	☐	☐
2. Have project staff assisted you in identifying transportation to & from activities if needed?	☐	☐
3. Does your child enjoy the activity that they are or have participated in?	☐	☐
4. Was the project staff helpful in teaching you how to aid your child in participating in leisure activities?	☐	☐
5. Have opportunities for social interaction increased for your child since he/she began participation in this leisure activity?	☐	☐
6. Have you noticed any changes in your child as a result of their participation in the activity (e.g., new friends, skills)?	☐	☐
7. Do you feel that participating in integrated activities has helped improve the overall quality of your child's life?	☐	☐
8. Will your child continue to participate in the integrated activity or similar activities?	☐	☐
9. Would you recommend this project to other parents?	☐	☐

Recommendations & Comments:

Figure 8

COMMUNITY ACCESS SURVEY

The development and dissemination of this work was supported through a grant from the Office of Special Educaiton and Rehabilitation Services of the United States Department of Education (#H086U00030) to the Training and Research Institute for People with Disabilities at Children's Hospital, Boston, Massachusetts.

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

COMMUNITY ACCESS SURVEY INSTRUCTIONS

This survey was developed for use in the assessment of public accommodations according to the minimum standards set forth in the Americans with Disabilities Act (ADA). While this survey does not address every area covered by the ADA, it does identify the basic requirements for access to public accommodations. The survey may be used in its entirety or in separate sections, depending on the site that is being reviewed and/or the users' specific needs.

The instrument utilizes a YES/NO response format with a section for comments following each area. When a specified criterion is met with 100% compliance, a 'YES' response should be recorded. When a specified criterion does not exist or is not met with 100% compliance, then a 'NO' response should be recorded and further explanation noted in the comments section.

The technical specifications used in this survey are based on those required by Title III of the ADA and the American National Standards Institute's (ANSI) document A117.1. Specifications for areas not covered by the ADA or ANSI (e.g. swimming pools) were taken from the Rules and Regulations of the Massachusetts Architectural Access Board. Please note that some specifications vary on a local or state basis.

This survey should be used to provide a general access overview and not for the purpose of design, construction or alteration of public accommodations. For purposes of structural modification, it is necessary to identify state access codes in addition to the federal requirements, as the higher standard will prevail.

For more specific information, contact state agencies and/or the Federal Architectural and Transportation Compliance Board, 800/872-2253, Voice/TDD.

COMMUNITY ACCESS SURVEY

Name of Organization/Facility ____________________

Address ____________________

Telephone Number (Voice) ____________________ (TDD) ____________________

A. TRANSPORTATION

	YES	NO
1. Accessible public transportation to organization/facility	☐	☐
2. Drop off directly in front of the organization/facility entrance	☐	☐
3. Organization/facility provides accessible transportation	☐	☐

Comments ____________________

____

B. PARKING

	YES	NO
1. Signage at entrance of lot directs toward accessible parking	☐	☐
2. Zoned area designated for drop-off/pick-up adjacent or near curbcut &/or accessible entranceway	☐	☐
3. HP space closest to accessible entrance	☐	☐
4. Parking spaces are at least 96" wide	☐	☐
5. Symbol of accessibility visible at each space	☐	☐

Comments ____________________

____

C. PATHWAYS (Outdoors)

	YES	NO
1. Pathways minimum width of 36" for 1 wheelchair or 60" for 2 wheelchairs	☐	☐
2. Pathway surface evenly paved & without interruption	☐	☐
3. Curbcuts located at the corner of each intersection	☐	☐
4. Curbcuts maximum 1" incline to 8" of length	☐	☐
5. Signage to areas of building in words	☐	☐
6. Signage to areas of building in symbols	☐	☐

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

	YES	NO
7. Signage to areas of building is tactile	☐	☐
8. Signage to areas of building is high contrast	☐	☐

Comments ____

____

D. General Organizational Structure

	YES	NO
1. Staff is available with training regarding disabilities	☐	☐
2. Specific rules limit access (e.g., no dogs)	☐	☐
3. Staff available to assist with directions & questions	☐	☐
4. Staff available to assist with transfers	☐	☐
5. Staff available to assist with sign language interpretation	☐	☐
6. Adaptive equipment available on premises	☐	☐
7. Integrated programming available	☐	☐
8. Specialized programming available	☐	☐

Comments ____

____

E. Doors (*Public entrances are those which are not loading or services entrances*)

	YES	NO
1. At least one public entrance must be accessible	☐	☐
2. Accessible primary entrance width of 36" with door open 90 degrees	☐	☐
3. Distance between entrances no more than 3 minute walk for nondisabled person	☐	☐
4. Automatic opening doors in entranceway	☐	☐
5. Automatic opening doors in corridors	☐	☐
6. Automatic opening doors in rooms	☐	☐
7. Operating mechanism for doors is automatic	☐	☐

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

	YES	NO
8. Operating mechanism for automatic doors is user initiated	☐	☐
9. Operating mechanism for automatic doors is marked	☐	☐
10. Doors close slowly (minimum of 3 seconds)	☐	☐
11. Doors to individual areas minimum width of 32"	☐	☐
12. Thresholds do not exceed 3/4" for exterior sliding doors or 1/2" for all other doors	☐	☐
13. Door hardware mounted no higher than 48" above floor	☐	☐
14. Doors operable with one hand & do not require tight grasp	☐	☐
15. Signage for rooms is in words	☐	☐
16. Signage for rooms is in symbols	☐	☐
17. Signage for rooms is tactile	☐	☐
18. Signage for rooms is high contrast	☐	☐

Comments ____

____

F. RAMPS/LIFTS/STAIRS (Inside & Out)	YES	NO
1. Slip resistant ramps maximum 12" incline to 12' length	☐	☐
2. Ramps have handrails on both sides extending 12" beyond the top & bottom of ramp	☐	☐
3. Ramp made of solid material with a minimum width of 36" measured at handrails	☐	☐
4. Ramps access same areas as stairs & are usable by standard & scooter (three wheel) style wheelchairs	☐	☐
5. Ramps have level areas to stop & rest at least every 30'	☐	☐
6. Stairs have solid risers	☐	☐
7. Stairs have handrails	☐	☐
8. Stairs have nosings that project no more than 1 1/2"	☐	☐

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

	YES	NO
9.Mechanical lift available	☐	☐
10.Lift operated by user	☐	☐
11.Lift operated by user after receiving a key from someone else	☐	☐
12.Lift operated by staff	☐	☐
13.Facility staff trained to operate lift	☐	☐

Comments ____

____

G. ELEVATORS*(required for buildings that exceed 3 stories or that exceed 3000 sq" per story unless it is shopping mall or office of health care provider)*	YES	NO
1. Elevator(s) accesses same area(s) as steps & is used for passengers only	☐	☐
2. Elevator(s) accesses same area(s) as steps & is used for freight	☐	☐
3. Elevator(s) is self-operated	☐	☐
4. Height between car & floor landing isno greater than 1/2"	☐	☐
5. Elevator door opening minimum of 36"	☐	☐
6. Doors close slowly(minimum of 5 seconds)	☐	☐
7. Door equipped with electronic eye	☐	☐
8. Cab size minimum of 54" x 68"	☐	☐
9. Operating buttons no higher than 48"	☐	☐
10.Signage for floors & directional markings on operating panel are tactile	☐	☐
11.Audible & visable signals in elevator cab at each floor	☐	☐
12.Signage for floor location at each landing is tactile	☐	☐
13.Floor identification at the rear of each cab (e.g., mirror)	☐	☐
14.Emergency controls & telephone at bottom of operating panel	☐	☐

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

	YES	NO
15. Buttons touch sensitive & easy to push	☐	☐
16. Railing available for support	☐	☐

Comments ____

____

H. CORRIDORS/LOBBIES	YES	NO
1. Minimum width for wheelchairs to pass is 60"	☐	☐
2. Turning radius of 60" x 60" (to allow 360 degree turn in wheelchair)	☐	☐
3. Corridors free of obstructions with 80" clear headroom	☐	☐
4. Permanent fixtures mounted on wall project maximum of 4"	☐	☐
5. Directory of building is in words	☐	☐
6. Directory of building is in symbols	☐	☐
7. Directory of building is tactile	☐	☐
8. Directory of building is high contrast	☐	☐
9. Corridors brightly lit	☐	☐
10. Signage for accessible bathrooms	☐	☐
11. Signage for accessible bathrooms located with signage for inaccessible bathroom	☐	☐
12. Signage for telephones	☐	☐
13. Signage for exits	☐	☐
14. Carpeted surface securely attached & not wrinkled	☐	☐
15. Surfaces stable, firm & slip resistant	☐	☐
16. Available to rest areas along a 50' or longer hallway	☐	☐
17. Accessible drinking fountain maximum of 27" high with knee space underneath; spout no higher than 36"	☐	☐

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

	YES	NO
18. Drinking fountain operable with closed fist	☐	☐
19. Vending machine controls maximum height of 48" & minimum of 15" for forward reach	☐	☐
20. Vending machine controls operable with closed fist	☐	☐
21. Vending machine selections involve number identification &/or matching & knowledge of coin combinations	☐	☐
22. Telephone area maximum height of 48" & minimum of 15" for forward reach	☐	☐
23. Amplificaiton system identified & available for telephones	☐	☐

Comments ____

____

I. MEETING SPACES

	YES	NO
1. Spaces are all on same floor	☐	☐
2. Spaces are on different floors	☐	☐
3. Spaces are accessible (e.g., doors, corriders)	☐	☐
4. Facility will modify space for accessibility if requested	☐	☐
5. Spaces clean & free of debris	☐	☐
6. Spaces brightly lit	☐	☐
7. High noise level while activity occurs	☐	☐
8. Variable noise level while activity occurs	☐	☐
9. Large open areas	☐	☐
10. Small defined areas	☐	☐
11. Spaces adjacent to accessible bathroom	☐	☐
12. Spaces not adjacent to accessible bathroom but route to bathroom no more than 3 minute walk for nondisabled person	☐	☐

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

J. BATHROOMS	YES	NO
1. Accessible men's room available	☐	☐
2. Accessible women's room available	☐	☐
3. Accessible unisex bathroom available	☐	☐
4. Signage on outside door & individual stalls is in words	☐	☐
5. Signage on outside door & individual stalls is in symbols	☐	☐
6. Signage on outside door & individual stalls is tactile	☐	☐
7. Signage on outside door & individual stalls is in high contrast	☐	☐
8. All doors minimum width of 32"	☐	☐
9. All doors operable with closed fist	☐	☐
10. Bathroom area free of obstruction & debris	☐	☐
11. Bathroom area has minimum turning space of 60" x 60" on the diagonal	☐	☐
12. Stall doors swing out	☐	☐
13. Stall doors open easily	☐	☐
14. Stall doors operable with closed fist	☐	☐
15. Accessible sink 34" high with knee space minimum of 30" wide, 29" high & 19" deep	☐	☐
16. Accessible sink operable with closed fist	☐	☐
17. Bottom of mirror maximum height of 40" or tilted	☐	☐
18. All dispensers maximum height of 40"	☐	☐
19. All dispensers operable with closed fist	☐	☐
20. Accessible urinal rim maximum height 17"	☐	☐
21. Accessible toilet stall is a minimum width of 60" & minimum depth of 56" (wall of stall to door)	☐	☐
22. Top of toilet seat is 17" - 19" high	☐	☐

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

	YES	NO
23. Two grab bars mounted parallel to floor & 33" - 36" above floor	☐	☐
24. Vending machine controls are maximum height of 48" & minimum of 15" for forward reach	☐	☐
25. Vending machine controls operable with closed fist	☐	☐
26. Vending machine selections involves number identification, &/or matching	☐	☐
27. Vending machine involves knowledge of coin combinations	☐	☐
28. Light switch maximum height of 48" & minimum of 15" for forward reach	☐	☐
29. Light switch operable with closed fist	☐	☐

Comments ____

____

K. LIBRARIES	YES	NO
1. Minimum aisle width 36"	☐	☐
2. Check-out counter is maximum height of 36"	☐	☐
3. Card catalogs are maximum height of 54" & a minimum height of 18"	☐	☐
4. Computer system available for book availability/location system	☐	☐
5. Stacks of books/book shelves maximum height of 54"	☐	☐
6. Staff available for book retrieval/general assistance	☐	☐
7. Accessible quiet space available free of distractions	☐	☐
8. Sign language interpreters available	☐	☐

L. PLACES OF ASSEMBLY	YES	NO
1. Ticket window maximum height of 36"	☐	☐
2. Concession stand maximum height of 36"	☐	☐

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

	YES	NO
3. Reserved seating for people who are blind/visually impaired & deaf/hard of hearing; number of reserved seats ________	☐	☐
4. Reserved seating available for nondisable friends in these areas: number of reserved seats __________	☐	☐
5. Minimum aisle width of 32"	☐	☐
6. Turning radius at top & bottom of aisles 60" x 60"	☐	☐
7. Wheelchair accessible spectator seats available & distributed among different prices & areas of facility; number of reserved seats ____________	☐	☐
8. Seating available for nondisabled friends in these areas	☐	☐
9. Listening system for people who are hard of hearing	☐	☐
10. Listening system can be used with a variety of hearing aides	☐	☐
11. Sign language interpreters available	☐	☐

Comments ____

____

M. SWIMMING POOLS

	YES	NO
1. Minimum 48" wide path of travel around pool	☐	☐
2. Slip resistant surface around pool	☐	☐
3. Access into pool is wide ramp with handrails	☐	☐
4. Access into pool is lifting device	☐	☐
5. Access into pool is steps only	☐	☐
6. Lifeguards on duty	☐	☐
7. Number of lifeguards on duty ____________________________		
8. Signage for different water levels is made very clear	☐	☐
9. Shower stalls minimum 36" x 36" with curb maximum 1/2"	☐	☐
10. Shower stalls minimum 30" x 60" no curbs	☐	☐

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

	YES	NO
10. Shower has single lever control operable with closed fist	☐	☐
11. Shower head on slide bar with hose	☐	☐
12. Shower stall has two grab bars on wall 33"- 36" high	☐	☐
13. Shower has padded, hinged seat securely attached	☐	☐
14. Top of shower seat 18" high	☐	☐
15. Locker rooms minimum aisle width of 42"	☐	☐
16. Locker rooms have accessible bathrooms	☐	☐
17. Dressing cubicles 60" x 72" with an opening of 32"	☐	☐
18. Dressing cubicle opening is curtain or outswinging door	☐	☐
19. Sign language interpreters available	☐	☐

Comments ____

____

N. SAFETY/EMERGENCY ACCOMMODATIONS

	YES	NO
1. Emergency/fire evacuation procedures exist	☐	☐
2. Facility security visible & adequate	☐	☐
3. Nurse on-site full time	☐	☐
4. Nurse on-site part time	☐	☐
5. Fire alarm maximum of 54" above floor	☐	☐
6. Fire alarm instructions are presented in words, symbols, tactile, & in high contrast	☐	☐
7. Fire alarm can be operated with closed fist	☐	☐
8. Audible warning signals	☐	☐
9. Visual warning signals	☐	☐

Comments ____

____

© Project REC, Training & Research Institute for People with Disabilities; this survey can be copied for private use but not for profit or publication

Appendix A

Descriptions of Demonstration Activities Initiated or Modified by Project REC

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:
Friendship Club

PROJECT STAFF INVOLVED:
Robin Friedlander

HOW IT STARTED:

Project staff were informed of a volunteer program, the Friendship Club, which involved high school students who wanted to get involved doing recreational activities with students with special needs. It was organized by a Special Education teacher within the school, Marianne Gaetani, who saw a need for her students to be involved in more integrated activities. Mrs. Gaetani had many more club members than she had students who could benefit from this activity. Project staff had targeted several students who went to other schools and lived in the immediate area of the school who could benefit from involvement with the club members. Project staff approached Mrs. Gaetani about being able to involve club members in Project activities with these students from outside the school. She was very receptive to this idea. After meeting with Mrs. Gaetani several times, Project staff did a program presentation to the club members (see Community Contact Meetings 8/90-1/91).

WHO WAS INVOLVED:

Two students became involved separately with club members. Jennifer is 15 years of age and has severe special needs. She is very verbal and outgoing. Maria is 20 years old and has severe special needs. She does not communicate verbally. She rarely initiates an interaction. There are 2 club members who currently spend time with Jennifer and 2 different club members who spend time with Maria. Club members range in age from 16-18.

FAMILY CONTACT:

Maria's classroom teacher, Judy Hughes, called Mrs. B.to tell her about the Project and a program description was sent home. Mrs. Hughes and Project staff met Mrs. B,.Maria's grandmother,sister, and Maria at their home. Recreation alternatives were discussed. Mrs. B. seemed very interested in getting Maria involved with Friendship Club members. She felt that Maria could benefit a great deal from this type of interaction. Mrs. B. met with the two young women from the friendship club in her home and seemed to liked them.

Jennifer's classroom teacher gave Project staff the name and number of Mrs. R. Staff contacted her by phone and a program description was sent home. Staff met with Mrs. R. in her home and recreation alternatives were discussed. Jennifer was not present at this meeting. Mrs. R. seemed to like the idea of Jennifer's involvement with the friendship club members and also expressed an interest in getting Jennifer involved in some sporting activities. Mrs. R. had the opportunity to meet the club members and seemed to like them a great deal.

LEISURE PREFERENCE DETERMINATION:

Staff met with the classroom teachers of both of these young women. They both were very excited about their student's involvement with the Project. Maria's teacher felt that she could benefit from any type of activities that would increase her opportunities to socialize with her peers. She felt that Maria enjoyed cooking as well as eating. Project staff observed Maria in her classroom and in a social setting with her classmates. Staff discussed a variety of alternatives with Maria and she seemed to express an interest in getting together with the young women from the Friendship Club.

Jennifer's teacher expressed an interest in getting her involved with some athletic and social activities. Staff observed Jennifer in a classroom setting and in an integrated gym class. Jennifer said she enjoyed playing a variety of sports and she also would like the opportunity to make new friends.

PRIMARY TOWN INVOLVED:
Wellesley/Collaborative

ACTIVITY DESCRIPTION:

Both Jennifer and Maria met for the first time with the young women from the Friendship Club in their homes. Jennifer talked about the things she enjoys doing and the music she likes to listen to. One of the women from the friendship club plays field hockey and they talked about playing it sometime. All of them decided that they would like to get together and go to a nearby mall to do some shopping. Staff went along with them. They went to several stores and then went to eat. Initially, Jennifer was a little shy, but as the time progressed she seemed to become more comfortable and began to initiate interactions with the two young women. Since that first shopping trip, Jennifer has gotten together with one of the young women to play field hockey and they have gone to some of the school sponsored sporting events together without staff supervision. They have had several informal get togethers which were initiated by the club members.

Maria was very quiet when the Club members came to her home. They tried to get Maria to speak a little about what she liked to do, but she didn't respond. Staff modeled interaction that proved to be more effective in getting responses from Maria. The young women modeled staff behavior and seemed to be a little more successful in getting Maria to respond. A shopping trip to the mall was arranged by staff. They went to several stores and then to eat. The young women had a hard time communicating with Maria and spent much of the time talking to each other or to the staff person. They got together again with Maria at her home to watch T.V. and listen to music. Maria seemed a little more interactive, but the girls still spent most of the time talking to each other. Staff accompanied the girls on another shopping trip and school sponsored cultural event. Friendship club members never really developed a relationship with Maria, and they decided to end their involvement. Staff will begin to develop other relationships and activities with Maria. Both staff and teachers feel that she may enjoy more of a structured activity.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Soccer

PROJECT STAFF INVOLVED:

Robin Friedlander

HOW IT STARTED:

Sam: Project staff met with Eileen Sullivan, Director of Brookline/Newton Early Childhood Special Needs, to present the Project . After this meeting, Arlene Schwartz, Special Education Teacher, contacted Project staff to set up a meeting.

Jeffrey: Mrs. F. contacted staff directly after being referred to the program by the Greater Boston Association for Retarded Citizens.

WHO WAS INVOLVED:

Sam is five years old with severe developmental delays. He has alot of energy and likes trying alot of different activities in his classroom. Sam is very self-conscious about some speech difficulty he had when he was younger even though his speech has improved. His speech problems have created some self-esteem issues which causes Sam to have some difficulty interacting with other children.

Jeffrey is 8 years old with severe developmental delays. He has some sensory and motor issues.

FAMILY CONTACT:

Sam: Ms. Schwartz contacted Mrs. P. by phone and sent home a program description. Ms. Schwartz arranged a meeting for all of us to meet at the school. Ms. P. was very excited about the Project. She hopes that next year he will be integrated into a regular kindergarten and feels he needs to develop more socialization skills if he is to be successful there. Since that meeting staff have contacted Mrs. P. several times trying to develop activities that will promote integration.

Jeffrey: Staff met with Mrs. F. to discuss what types of activities would be appropriate for Jeffrey. Mrs. F. said that he has tried a variety of team sports, but the size of the teams were too overwhelming for Jeffrey and she didn't feel he got enough individualized attention. Staff mentioned an informal soccer group that was being formed and Mrs.F. seemed very interested. She also said that Jeffrey enjoys skating.

LEISURE PREFERENCE DETERMINATION:

Sam: Ms. Schwartz said that Sam likes to make things with his hands, play with the computer , and run around the school yard. Mrs. P. identified the same activities. She said he has had some woodworking experience with his father and has also participated, to a limited extent,in gymnastics. She was very interested in getting Sam involved in some organized sporting activities. Staff observed Sam in his classroom, in an integrated pre-school program, and in the school yard.

Jeffrey: Staff presented Jeffrey with a variety of recreation options. He expressed an interest in the soccer and skating. He said he would also like to try horseback riding

PRIMARY TOWN INVOLVED:

Newton

ACTIVITY DESCRIPTION:

Staff contacted the local YMCA and found out that they had a soccer league that met weekly for ten weeks. Sam joined a team with 15 other 5 year old children. The first two sessions they learned a variety of skills and the remaining time they played against other teams in the league. Sam seemed to get along very well with the other children. Sams parents felt that he could use a little "tutoring" to help him pick up more skills. Staff found a high school student (see community contact meetings) who was on the soccer team who was interested in working with Sam. Caitlin met with him once a week and they worked on a variety of skills. They got along well together and Sam really seemed to make alot of progress. Caitlin felt that it would be helpful if Sam had other kids to practice with. Staff talked to parents who were involved in the YMCA soccer league to find out if they would be interested. Several expressed an interest, so staff organized a group that would meet once a week at a local high school after the YMCA league had ended for the season. The team is currently meeting and is composed of about 12 children ages 5-8 and two children with disabilities. The spend about a half hour doing some skill building exercises and a half hour of playing soccer.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Woodworking

PROJECT STAFF INVOLVED:

Robin Friedlander

HOW IT STARTED:

Project staff met with Eileen Sullivan, Director of Brookline/Newton Early Childhood Special Needs, to present the Project (see Community Contact Meetings 8/90-1/91). Ms. Sullivan invited the staff to present at the monthly meeting of the pre-school teachers. After this meeting, Arlene Schwartz, Special Education Teacher, contacted Project staff to set up a meeting.

WHO WAS INVOLVED:

Sam is five years old with severe developmental delays. He has alot of energy and likes trying alot of different activities in his classroom. Sam is very self-conscious about some speech difficulty he had when he was younger even though his speech has improved. His speech problems have created some self-esteem issues which causes Sam to have some difficulty interacting with other children.

FAMILY CONTACT:

Ms. Schwartz contacted Mrs. P. by phone and sent home a program description. Ms. Schwartz arranged a meeting at the school. Ms. P. was very excited about the Project . She hopes that next year he will be integrated into a regular kindergarten and feels he needs to develop more socialization skills if he is to be successful there. Since that meeting staff have contacted Mrs. P. several times trying to develop activities that will promote integration.

LEISURE PREFERENCE DETERMINATION:

Ms. Schwartz said that Sam likes to make things with his hands, play with the computer , and run around the school yard. Mrs. P. identified the same activities. She said he has had some woodworking experience with his father and has also participated, to a limited extent, in gymnastics. Staff observed Sam in his classroom, in an integrated pre-school program, and in the school yard.

PRIMARY TOWN INVOLVED:

Newton

ACTIVITY DESCRIPTION:

Sam attended a ten week woodworking program with six other children in the class run by one of the community schools in Newton. He used a variety of tools and made several different projects (e.g. wooden animals, picture frame). Mrs.P. was concerned that Sam might get agitated around the other children, so she asked staff to attend the classes. Staff spoke to the instructor who felt very comfortable with having Sam in the class. Staff sat outside the classroom and told the instructor to alert her if there was a need. Sam had a wonderful time and had no problems interacting with the other children. He did cut himself because he was playing with a machine that he was told not touch. He didn't touch it after that.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:
Swimming

PROJECT STAFF INVOLVED:
Robin Friedlander

HOW IT STARTED:
Ms. Joan Fritschi, Coordinator of Physical Education for Newton Public Schools referred Project staff to Mozel Berkowitz, Coordinator of Elementary Special Education for Newton Public Schools. Ms. Berkowitz and Dr. Valery Ardi, Coordinator of Secondary Special Education, organize a monthly meeting for Elementary and Secondary Special Education Teachers from the Newton Public Schools. Project staff arranged with Ms. Berkowitz and Dr. Ardi to do a presentation about the Project to this group of teachers (see Community Contact Meetings 8/90-1/91). Several of the teachers felt that they had students who could benefit from the Projects services. Project staff contacted Steve Smith, Special Education Teacher at Newton South High School and arranged a time to visit his classroom.

WHO WAS INVOLVED:
Eric P. is 16 years old and has severe special needs. He uses a wheelchair and has had cerebral palsy since birth. He has very limited communication skills and needs total assistance with his activities of daily living.

FAMILY CONTACT:
Eric lives in a community residence and sees his parents once a week. Project staff are still trying to develop services for Eric and felt that it was too soon to involve his parents until they had some concrete alternatives to present. Eric needs at least two people to assist him so that he can participate in any type of programming. Staff have been in contact with the staff from his community residence and they seemed very excited about Eric's involvement with the Project.

LEISURE PREFERENCE DETERMINATION:
Project staff met with Eric's teacher, Steve Smith. Mr. Smith takes his class swimming once a week and feels strongly that this is Eric's favorite activity. Staff have observed Eric several times in the classroom setting and have gone swimming with him and his class 4 times. Eric does not communicate or express much, except sometimes he will scream out in class, but when he was in the pool he will smile and laugh out loud. He really seems to enjoy being in the water and with staff supporting him around his stomach area can swim around doing a dog paddle. Eric's residence staff have also said that they feel that swimming is one of Eric's favorite activities. They go swimming with him once a month and he really seems to enjoy it.

PRIMARY TOWN INVOLVED:
Newton

ACTIVITY DESCRIPTION:
Project staff have spent time getting to know Eric in a variety of settings (e.g. classroom, community). Staff felt that this was important to do so that they would fully understand his needs and be able develop the appropriate supports. Due to the intense level of supports necessary for Eric to be independent in the community, all involved felt that it would be too overwhelming for a teenager to provide the supports at this time. Staff have been trying to develop a supports through the community. Staff have been in contact by phone with a variety of civic and human service organizations in Newton and has sent them an article about Project activities. Calls also were made and information was sent to organizations with participants who a senior citizens. Information was also sent to several of the local colleges. Project staff will continue to be in contact with these organizations.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Walpole Footlighters Community Theater

PROJECT STAFF INVOLVED:

Robin Friedlander

HOW IT STARTED:

Ed Carter, Administrator for Special Services for the Wellesley Collaborative, contacted Project staff regarding a student he felt could benefit from services. Lisa was graduating school in a year and he felt she needed to develop an age appropriate social network in the community. Staff met with Lisa's teachers, Pat Harrison and Barbara Colter. They expressed concern because Lisa would cut her classes to "hang out " with her friends. The majority of her friends attended the high school and were several years younger than she was.

WHO WAS INVOLVED:

Lisa is a 20 year old woman who functions on a third grade level academically and has severe emotional and behavioral issues.

FAMILY CONTACT:

Staff met with Mr. and Mrs. K.to discuss what types of activities they felt would be appropriate for Lisa. They expressed concern that Lisa needed to develop more social contacts in her community. They said she only had a few friends who she would spend time with and that these individuals were very unreliable.

LEISURE PREFERENCE DETERMINATION:

Ms. Harrison and Ms. Colter both felt that Lisa's main interests were music (listening) and art. She was involved with several art projects and she seemed to enjoy them. Staff met with Lisa several times to discuss a variety of options. She really seemed interested in working on scenery and props for a local community theater group.

PRIMARY TOWN INVOLVED:

Wellesley/Collaborative

ACTIVITY DESCRIPTION:

Lisa and staff attended the theater group activities together several times. There were 25 cast and crew members who ranged in age from 20-50 years old. Lisa worked on the construction and painting of the scenery which she seemed to enjoy a great deal. She also assisted the props manager with shopping for the various needed supplies. Lisa has made friends with a young man who also works on the sets and lives in her neighborhood. He had some difficulty getting to the theater regularly due to transportation problems, so staff arranged a car pool situation between both of the involved parents. She made plans for some of her friends from school to come and see the show.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Waltham Physical Education

PROJECT STAFF INVOLVED:

Robin Friedlander

HOW IT STARTED:

Project staff met with Claire Nolan, Director of Physical Education in Waltham (see Community Contact Meetings 8/90-1/91). Ms. Nolan felt that staff could assist some of the Physical Education Teachers in the development of an integrated curriculum. She invited staff to do a presentation for the Teachers from the elementary and middle schools (see Community Contact Meetings 8/90-1/91). As a result of these orientations, Ms. AnneMarie Carr contacted staff requesting assistance integrating one of her students into regular activities. Staff met with Ms. Carr as well as with Ms. Mindy Benson who sees Frankie for physical therapy in school. Ms. Carr's primary objective was to integrate Frankie into a tumbling unit that she was planning to do with the class.

WHO WAS INVOLVED:

Frankie is 8 years of age and has severe developmental delays and physical handicaps. He uses Lofstrand Crutches or a walker. He wears leg braces below the knee and has had cerebral palsy since birth. Frankie is currently involved in an integrated physical education class with 20 other children his own age.

FAMILY CONTACT:

Staff contacted Mrs. A. who seemed very interested in whatever type of assistance could be provided for Frankie.

LEISURE PREFERENCE DETERMINATION:

Staff has met with Frankie and talked with him about what she was going to do. Staff observed Frankie for several weeks during his physical therapy and in his gym class.

PRIMARY TOWN INVOLVED:

Waltham

ACTIVITY DESCRIPTION:

Staff talked to Frankie about how he felt about someone being there to assist him. He said it made him feel uncomfortable to have someone there just for him. Staff spoke to Ms. Carr about this and she felt comfortable introducing the staff person to the class as her assistant who was there to help everyone. Frankie seemed to feel very comfortable with this situation. Staff went to the class weekly to assist as needed. Staff was also attending Frankie's weekly physical therapy sessions to get assistance from Ms. Benson on how best for Frankie to do the different activities that were done in the gym class. Ms. Benson provided a great deal of assistance in the modification of activities so that Frankie could do them successfully in the gym class. Staff attempted to facilitate more direct communication between Ms. Benson and Ms. Carr, but this was extremely difficult due to scheduling conflicts.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Cub Scouts

PROJECT STAFF INVOLVED:

Robin Friedlander

HOW IT STARTED:

Project staff met with the involved classroom teacher who referred Nicky to us. Staff then contacted the Boy Scout office which oversees activities in the students' home community. Staff met with the Cub Scout leaders over several weeks to decide which troop was most appropriate for Nicky. Accessibility of the facility where the meetings were held was also a consideration since many of the meetings occurred in inaccessible homes. Troops met in many different areas of the city and a troop was found within a short distance of Nicky's home. It was hoped that because the involved boys lived in the same vicinity that it would increase the likelihood that socialization would occur after school and on weekends. A troop was chosen that had children the same age as Nicky and was held in an accessible church. Scout leaders also requested that project staff do a presentation on Handicapped Awareness during a monthly meeting when all the troops get together. This presentation was done in January (See inservices/conferences/presentations 8/90-1/91).

WHO WAS INVOLVED:

Nicky was the only child with disabilities involved in this activity. Nicky is 9 years of age and has severe special needs. He uses a wheelchair and has had cerebral palsy since birth. He does not communicate verbally and the school he attends is currently experimenting with a variety of communication devices. His current communication consists of crying when he's upset and tapping his pointer finger on his lap tray when he wants something. He is not consistent with the use of his pointer finger and sometimes it is difficult to be sure of what he wants. He will smile and laugh when he's around his family, but does not do this consistently around others. His troop is made up of 6 nondisabled boys ages 9-10 and two adult group leaders. The troop meets in a church where other activities are occurring at the same time. Prior to the formal Scout meeting the boys will go into the gym where at least 20 other children (both boys and girls) ages 8-16 are participating in a variety of activities. Once a month all the Cub Scout troops in the area meet. These meetings are attended by approximately 50 boys ages 6-11 and approximately 50 adults (Cub Scout leaders and involved parents).

FAMILY CONTACT:

Nicky's teacher called his parents to explain about the Project and program description was sent home. Project staff called Mr. and Mrs. D. and arranged to meet with them. Project staff met with Nicky's parents several times in their home to discuss the Project and the recreation alternatives available. Project staff also met with Nicky and his parents to see how they all interact together and to discuss more about the types of activities that Nicky would be interested in. Mr. and Mrs. D. expressed a very strong desire that Nicky be involved in activities where he could be with boys his own age to socialize and participate in varied activities. All involved felt that Cub Scouts was the best choice. Staff continue to maintain frequent contact with Mr. and Mrs. D., both by phone and in person.

LEISURE PREFERENCE DETERMINATION:

Staff discussed several recreation alternatives with Nicky's teacher. Staff observed Nicky in the classroom setting and in the gym. Staff discussed recreation alternatives with Nicky and with his parents.They said that he had participated in swimming and bowling programs exclusively for children with special needs in the past and seemed to enjoy these activities, but they felt that these activities did not provide Nicky with enough opportunity to socialize with the other children. Staff met with the adaptive physical education teacher and speech therapist to discuss the best ways to get Nicky involved in activities.

PRIMARY TOWN INVOLVED:

Wellesley/Collaborative

ACTIVITY DESCRIPTION:

There were numerous planning meetings and issues to be resolved prior to Nicky's participation in the Cub Scouts. Staff met with the Scouting directors several times in September to determine which troop would be appropriate for Nicky. The directors had some concerns that Nicky would not be able to get as many activity badges as the other kids and that this would bother him. Staff felt that this would not be a problem because the main reason for Nicky's participation was so that he could increase his peer network within his community. Staff then met with the Scout leader to tell him about Nicky. In November the staff met with the troop that Nicky would be attending to tell them a little about Nicky and to help them develop an understanding of individuals with disabilities and answer any questions they may have (see Inservices/Conferences/ Presentations 8/90-1/91). Instead of having the boys meet Nicky for the first time at their meeting, all of the boys and their leaders were invited to Nicky's house. All involved felt that the transition would be easier for Nicky if he met the boys for the first time in a place where he feels most comfortable. It also gave Mr. and Mrs. D. an opportunity to meet everyone.

The scout troop had scheduled meetings from 7:30-8:30 p.m. every Tuesday night. Nicky has to get up at 5:30 am to go to school which made 7:30 pm too late for him to attend a meeting. The leaders and the involved scouts agreed to hold the meeting at 7:00 instead. Nicky attended his first meeting at the end of November. The meetings follow the same general format every week. During the first 20 minutes or so the boys go to the gym in the church and play basketball. It was difficult initially to get Nicky involved in these activities, but games and races were developed so that Nicky could be a more active participant. The rest of the meeting time was spent talking about the activities in the scout book which they have to do to get their badges. They also say the Pledge and the Scout oath at the beginning of the meeting. Staff arranged for some of the boys to record for Nicky the pledge and the scout oath so that the tape could be played while the other boys are reciting it .

Nicky seemed to be listening quietly to most of the activities. He seemed to enjoy the activities and participated in a limited way.When Nicky first began, he did not respond at all to the other kids except sometimes when his name was called. Towards the end of the year he seemed to be really trying to communicate with those around him, especially the Scout leader. As a result, staff worked closely with the adaptive physical education teacher and speech therapist at Nicky's school to develop a greater understanding of Nicky's abilities.The kids in the troop responded very positively to him, joking around and trying to get him involved. Staff arranged for 4 Boy Scouts, ages 13-14, to work with Nicky on some of the scouting activities during the week. The boys met with Nicky and Mr. and Mrs. D, and then began working with Nicky once a week for an hour. Both Nicky and the boys involved seemed to get alot out of this interaction. Nicky attended six of the large monthly meetings where all the troops get together. During the first meeting the boys from his troop tried very hard to engage Nicky, but the other kids who didn't know him were a little leery. Some would come up and say hi, but most would just stare. The majority of the adults seemed visibly uncomfortable with Nicky's presence. As a result, staff did a Disability Awareness presentation at the next large group meeting, and it proved to have a very positive effect on future interactions that Nicky had with those who attended.

Another issue arose having to do with the accessibility of the church when it snowed. Those responsible for shoveling would only shovel the main entrance and not the ramp. The scout leader alerted those responsible after the first time it occurred, and the issue was resolved.

Staff attended every meeting with Nicky to assist the scout leader and the other boys in developing effective ways of integrating Nicky into a variety of activities. Staff has met with the troop leader several times since the end of the year to develop a curriculum of activities that the leader and the troop can do with Nicky without staff intervention. Nicky's parents are also exploring devices that will assist Nicky to communicate more independently.

Staff was invited to and attended Nicky's Individualized Education Planning meeting. His progress in the Scouts was discussed and his classroom teacher will be including some of the activities from scouting into his curriculum.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:
Wilson Middle School Activity Period

PROJECT STAFF INVOLVED:
Cheska Komissar

HOW IT STARTED:

Carolyn McKearney, the adaptive physical education teacher for the collaborative in Wellesley (TEC), introduced our project to the teachers in the collaborative. One of the teachers mentioned that the school in which her classroom is located has a weekly activity period. We discussed her difficulties in finding ways to include her students in this activity and it was decided that together we would try to find a way to integrate her students with the rest of the students in the school for this activity period.

WHO WAS INVOLVED:

The five students in the TEC classroom are all considered severely developmentally delayed. They are not able to speak and have very limited alternate means of communication. One of them has behavior difficulties and two of them cannot walk without aid. All of them are able to follow limited instructions with physical cues. They range in age from 9 to 14. We decided that we would begin by having two students participate outside of the TEC classroom during the activity period with the rest of the school, while the other three students participated as part of an activity the TEC teacher offered, "Handicapped Awareness."

The two students were selected on the basis of their previous positive interactions with volunteer students who come into the TEC classroom, and their parents' desire and willingness to allow them to participate in this new program. These two students signed up for two separate activities (bowling and gardening). The bowling activity involved approximately 30 nondisabled students and the gardening activity involved five nondisabled students. The other three students remained in the classroom and five nondisabled students from the school, who had signed up for "Handicapped Awareness," came into the class and participated in art and other activities with these three students.

A TEC classroom aid, the TEC teacher and assistant teacher, and one Project REC staff member provided support for these three separate activities. The objective was for all the children in the TEC classroom to participate in the activities offered by the school.

FAMILY CONTACT:

The TEC teacher contacted the parents of all the students in the TEC classroom by phone and informed that their children would be participating in this activity period. Initially, only the parents of the two children who left the classroom were contacted, but eventually all were contacted and informed that their children would eventually be participating outside of the classroom as well.

After the first activity session ended, Cheska Komissar met with the parents at a holiday party in the classroom and informally discussed plans for the future of this activity. Parents are also kept up to date with notes sent home daily by the TEC teacher.

LEISURE PREFERENCE DETERMINATION:

The TEC teacher decides what the best activity will be for each child. Her decisions are based on discussions with the adaptive PE instructor and the parents, her knowledge of the children, and her set choice of activities offered in the school. During the activity, each child was also observed to detect signs of enjoyment or boredom and future decisions were/are made on these observations as well.

PRIMARY TOWN INVOLVED:

Wellesley/Collaborative

ACTIVITY DESCRIPTION:

The Wilson Middle School offers an activity period one time per week for forty minutes. There are five to six different sessions each year lasting from six to eight weeks per session. Each teacher in the school is required to offer an activity and each student chooses an activity approximately a week before its beginning. The Wellesley collaborative classroom located in this school has offered handicapped awareness in the past allowing only as many nondisabled students into the activity as students in the classroom (so the ratio would be one TEC student to one nondisabled peer). With our help, TEC is now trying to involve all of their students in other activities in order to provide the same opportunities to TEC students as their nondisabled peers, make the activity more enjoyable and enriching for all students, and to make the ratio of disabled and nondisabled peers more normalizing.

As a result of liability for students (the collaborative vs. the school vs. the recreation project), it was necessary to secure permission from both the principal and the director of the collaborative. We then needed to talk to the teachers offering the activities that were chosen for the TEC students and clarify where our responsibilities and their responsibilities would lie. We also needed to assist some of the teachers in learning strategies of inclusion for their activity. In addition, on several occasions we needed to meet with other students in the activities to help them understand their disabled peer and to secure volunteers.

Including the students in the activity period began with one student going to Bowling and another to Gardening, each with one support staff (teacher, assistant teacher, classroom aid, recreation project staff). Each of the support staff encouraged other students to help and interact with the TEC student by modeling these behaviors. The two TEC students successfully completed the first period and it was decided to try the rest of the students in the next session. Unfortunately, many of the activities offered in the school require intellectual skills that the TEC students have not mastered (e.g., Reading for Fun) or had instructors who were unwilling to slow down the activities (e.g., Speed Walking). However, during the second session, three TEC students participated in outside activities (Bowling and Wreath-Making). During this time, Handicapped Awareness was still offered and the TEC students who did not go out of the class for activity period still had other students participate in activities in the classroom.

During the second activity period session (when three TEC students participated), students who signed up for the Handicapped Awareness activity also went with some of the TEC students to their outside activities and provided the support for each student. In this way, peers were helping when a TEC student needed hand over hand assistance instead of teachers or aids.

Although the activity periods seemed to be successful, it was still difficult to find activities which all of the TEC students would enjoy. As a result, some of the TEC students would continue to sign up for outside activities (when available and appropriate) while the activity offered by the TEC teacher would change in order to become more inclusionary. Therefore, the TEC teacher, in cooperation with this project, planned a new activity. Instead of offering Handicapped Awareness, she is offering "Games for Fun," an activity which began by including 10 nondisabled students playing New Game type games (games which are easily adapted for people of all ages and ability) together with any students from the TEC classroom who do not participate in another activity. This activity should be popular as there are relatively few "active" activities offered, and those that exist are always full. The second session this activity was offered, 15 nondisabled students registered for it and eventually, the activity will increase to at least 20 nondisabled participants and possibly more if students are interested and more teachers are willing to assist with the activity.

The new activity, "New Games," based after the new games movement from California, has been offered during two eight week sessions in the TEC classroom. Although word does "leak" out, most of the non-disabled students who sign up for the activity do not know that they will be participating with children who have disabilities. These students' interactions with the TEC students seem to be more natural than the more "structured" interactions of the non-disabled students who know the TEC students from volunteering in the classroom (i.e., the TEC students are treated like peers rather than like pupils).

At the present time, the activity is offered to all of the TEC students and fifteen other students from the school. Unfortunately, because of liability issues, TEC students are not permitted to participate in other activities offered in the school unless a teacher or aid accompanies them, hence, having natural supports in the form of other students helping them to and from the activity was not a possibility. Furthermore, bowling continued to be the only non-academic activity consistently offered by other teachers and the TEC teacher decided she would rather have her students participate in new activities rather than bowling (which they all experience in physical education). In addition, it seems to be a constant battle for the TEC teacher to get 15 students assigned to her activity. Although more than enough students choose the activity, the person responsible for scheduling students for activities seems hesitant to register so many children for an activity involving students with disabilities. This matter is being resolved with meetings between the teacher and the office.

Beginning next year the TEC teacher will continue to offer the activity, eventually increasing the number of non-disabled students to 20. Project REC will continue to assist the teacher, helping with new ideas for games and adaptations for the new students entering the class.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

YMCA Swimming

PROJECT STAFF INVOLVED:

Cheska Komissar

HOW IT STARTED:

Bobby is a student in the TEC classroom where we are working with the activity period. He was identified by the teacher as living in Waltham and as needing after school programming to enrich his life beyond television.

WHO WAS INVOLVED:

Bobby is an 11 year old child with severe developmental delays. He is not able to communicate verbally with the exception of asking for "more," and sometimes answering, "yes." He is quite small and the muscles in his body, especially in his legs, are quite weak, making walking difficult. He joined a group of 11 other children, ranging in age from 7 to 11, for swimming lessons. An average of nine children attended each lesson. In addition, there were two other classes with approximately 10 children each using the pool at the same time. The Greater Waltham Association for Retarded Citizens has also recently sent out an announcement asking for volunteers to help with this student.

FAMILY CONTACT:

Bobby's teacher contacted the parents to inform them about Project REC and inquire if they would be interested in having Bobby participate in recreational activities in his community. Cheska Komissar then contacted the family and arranged a meeting with Bobby's mother at their home.

LEISURE PREFERENCE DETERMINATION:

In order to discover what sort of activities Bobby most enjoys, we spoke with both his teacher and parent. The teacher was able to identify which activities he seemed most eager to participate in during school and the parent told us what he did after school. We also met with his adaptive physical education instructor to discover his likes, dislikes and extent of ability. Finally, Bobby was observed during the weekly activity period to discover what types of activities he enjoyed.

PRIMARY TOWN INVOLVED:

Waltham

ACTIVITY DESCRIPTION:

After discussions with the above mentioned people and our observations of Bobby, it was decided that swimming would be an ideal activity for him. We found swimming lessons offered through the Waltham YMCA, and after several phone conversations with the instructor, Bobby's mother was able to register him in the beginning swimmers group which met one time a week for a period of eight weeks. The program costs $35 for each eight week session.

In the beginning, the swimming instructors were very nervous about having him and wanted a support person with him in the water at all times, but through our reassuring answers to any of their questions, they very quickly became much more comfortable and the support staff was able to move further and further away from the group although never leaving altogether as Bobby has a tendency to jump into the pool, is not able to remain afloat, and life-vests are not permitted during YMCA swimming lessons. For this reason, it is hoped that GWARC will be able to secure a volunteer so that Bobby may be able to continue swimming at the YMCA after this project has come to an end.

When Bobby completed his lessons at the YMCA, he went swimming several times with his class at school. His adaptive physical education instructor commented that he seemed to feel much more confident in the water and had become totally independent with floaters on (something that had not occurred before his lessons without floaters). Furthermore, he is no longer afraid to have his head under water, something he had never done in the several years he had been swimming with his parents and physical education teacher.

After the lessons were completed, Bobby's mother expressed an interest in registering him for more lessons in the future. She was encouraged by the pool staff at the YMCA and the Project REC staff to get him an annual membership to the YMCA which will enable him to take lessons at a discounted rate as well as use the pool with other children during free swim times. At a cost of $80 per year which includes both an indoor and outdoor pool, Bobby's mother decided to purchase a membership for both Bobby and his sister with the reassurance that Project REC and GWARC would assist in locating a volunteer for swimming with Bobby. With the help of Project REC and Bobby's swimming instructor from the YMCA, Bobby was able to get a special notation on his membership which allows him to bring in one person to swim with him at no additional charge (since he is not yet able to swim independently). A summer volunteer will be swimming with him 1-2 times per week during the summer, and GWARC is assisting with getting high school volunteers during the school year. In addition, since he got his membership to the YMCA, Bobby's mother has observed him on several occasions and has expressed an interest in taking him swimming as well. She is also thinking about more lessons which she now will receive at a discounted rate as Bobby has a membership.

Since they have been introduced to GWARC (through their search for a volunteer for Bobby), Bobby's parents have been considering getting him involved in GWARC's integrated basketball league. In addition, because of their positive experiences with the pool staff at the YMCA, Bobby's parents are considering registering him for summer camp at the YMCA next summer.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:
Cub Scouts

PROJECT STAFF INVOLVED:
Cheska Komissar

HOW IT STARTED:
The adaptive physical education instructor for the Wellesley collaborative heard about the work the recreation project had been doing with Boy and Cub Scouts. She requested that we work with her in getting two of her students into Cub Scouts as they would both benefit from the socialization and sense of accomplishment in working towards badges.

WHO WAS INVOLVED:
Two students were referred to us. Both have developmental delays and are "very verbal." One is quite overweight and therefore has trouble with any physical activity. The recreation staff and adaptive physical education instructor worked together to locate Cub Scout Dens for both students. One den has 7 other members, a leader and assistant leader, while the other has 8 other members and a leader. In addition to meeting at least once a week in these small "dens," the boys meet once a month in larger "packs" which include up to 100 boys and their parents.

FAMILY CONTACT:
A letter was sent from the classroom teacher to both of the children's parents discussing this opportunity. A follow-up call was made by the adaptive physical education instructor and Project REC staff to ascertain if they were interested in having their children participate in Cub Scouts.

LEISURE PREFERENCE DETERMINATION:
Through her work with the students and discussions with their teachers, the adaptive physical education instructor felt that Cub Scouts would be an appropriate choice for both of these boys as they both enjoyed socializing with their nondisabled peers during school. Cub Scouts would give these two children, who do not go to school in their own towns, the opportunity to have social contacts and responsibility after school hours. In addition, the opportunity for this and other activities was discussed with the parents, as well as their expectations.

PRIMARY TOWN INVOLVED:
Wellesley/Collaborative

ACTIVITY DESCRIPTION:
Each week at the den meeting, the Cub Scouts are involved in working toward badges (this may include almost any activity for a variety of badges: community trips, art projects, swimming, learning camping skills, etc.). At the larger pack meetings, they discuss the philosophy of Scouting and often have special events (e.g., car races, ethnic "fests"). They also do activities which involve their parents (e.g., working toward badges at home, several father/son events per year).

Because this activity began in the middle of the year, some obstacles were met. Some Cub Scouts have a duration of the entire school year, but some go only through April. These latter packs do not like having new members come in at such a late time in the year. However, two packs were found which were located quite close to the boys homes (hence they were together with children who lived in their neighborhoods).

Both boys successfully joined their Cub Scout dens and packs. In one case, Project REC provided an inservice to the youth in the den discussing "disability" with them (at the request of the den mother). The discussion included asking them if they knew what a disability is, and generalities about how all people want to be included. Neither den "mother" felt that they needed extra support for the boys in their dens. They knew at any time that they could call the adaptive physical education instructor for support or ideas; however, no calls were made. A follow-up call was made to each den mother two months after each boy started. They both felt that the boys were doing fine and each den mother had learned to make any adaptations herself by observing the boys (e.g. One group always had a "lecture" one week, and a hands on activity the following week. Because of the short concentration span of the child with special needs, the den mother now does half a "lecture" and half a hands on activity each week. According to the den mother, all the boys seem to respond better to this arrangement). Both boys plan to continue with their dens in the fall.

Now that the adaptive physical education instructor understands the process of helping children into Cub Scouts, she plans to initiate this sort of activity on her own for other children who may choose this sort of after school activity.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Day Trippers: In-School Summer Recreation

PROJECT STAFF INVOLVED:

Cheska Komissar

HOW IT STARTED:

The president of the Friendship Club in Norwood expressed an interest in getting involved in summer activities with some of the children with disabilities the members "hang out" with during the school year. Most of the children with disabilities who the president mentioned go to school during the summer and hence, are not free for the popular "day trips" in which the president was interested. However, Project REC agreed to try to assist in arranging at least one trip.

WHO WAS INVOLVED:

There are six students with disabilities who attend a Wellesley Collaborative program until mid-August whose classroom is located near Norwood. Many of these students come from the Norwood/Westwood area. They range in age from 16 - 19 and have developmental delays. In addition, there are 7 students from the friendship club who expressed an interest in participating in a "day trip"

FAMILY CONTACT:

Since any trips will be happening during school hours, the teacher of the class will send notes home to the parents informing them of the logistics of the trip and asking them to sign permission slips.

LEISURE PREFERENCE DETERMINATION:

In order to get the students with disabilities involved in similar activities as their peers without disabilities, the members of the friendship club will play a key roll in determining where they will all go. However, they will confer with the teacher to discover what the students like/don't like.

PRIMARY TOWN INVOLVED:

Wellesley Collaborative

ACTIVITY DESCRIPTION:

The president of the Friendship Club from Norwood High School was interested in getting involved with some of the students with disabilities who go to school all summer. She was hoping to arrange several trips with them this summer, but because of the late planning (school will be out in two weeks), will be satisfied with one this year. An amusement park was the first choice of all the students involved, but will not be available on such short notice as they do not open until later in the day, and the trip is being planned during school hours. However, a trip to the beach and a harbor cruise are still being considered.

The teacher of the class is very excited about having other students participate with her students, especially in the summer when there are no other high school students in the school. She hopes to work together with the friendship club next year to incorporate them into her summer program as the "Day Trippers" group.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Boy Scouts in Newton

PROJECT STAFF INVOLVED:

Cheska Komissar

HOW IT STARTED:

The coordinator of secondary special education in Newton referred this student to the recreation project. Although he has been mainstreamed in school his entire life, Erik had not been socially integrated with his peers outside of school.

WHO WAS INVOLVED:

Erik, a 15 year old eighth grade youth who has Down Syndrome, wanted to belong to some sort of after school social activity. His mother thought that Boy Scouts might be a good place to begin. The Boy Scout troop he will be joining has approximately 10 other members between the ages of 13 and 17, one leader and one assistant leader. The larger region of Boy Scouts in Newton, which includes over two hundred boys from the area, gets together at least once a year.

FAMILY CONTACT:

Several phone conversations were held with Erik's parents to discuss what they envisioned for him. The phone calls culminated in a meeting with him and his parents at their home.

LEISURE PREFERENCE DETERMINATION:

Conversations were held with Erik's parents to discover what he most enjoyed. Based on what they said, a conversation was held with Erik to discover what his preferences for activities were.

PRIMARY TOWN INVOLVED:

Newton

ACTIVITY DESCRIPTION:

Through interviews with Erik and his parents, it was discovered that Erik wanted to participate in an activity with peers his age without the assistance of his mother and father. A Boy Scout Troop was located quite close to Erik's house. This troop consists of boys ages 12 to 16 and meets once a week. At their meetings they spend approximately a third of the time planning trips, a third of the time on business (fund raising, badges), and a third of the time playing basketball. They also try to go camping at least once monthly (an activity which Erik enjoys, but has only done with his father). In order to belong to the troop, Erik had to agree to work toward badges as well as purchase a boy scout uniform and pay annual dues to the national organization.

Cheska Komissar held several conversations with the leader of the troop over the telephone. She then went to a meeting of the scouts and gave a presentation regarding disability awareness. She also discussed Erik with the boys in the troop. It was found that several of the boys knew Erik from school and all were excited about having him as a new member.

The Project REC staff member attended the first two meetings with Erik and offered to provide further support if the troop leader and/or members of the troop felt was necessary. After the first meeting, his parents informed the Project REC staff that Erik was on the International Special Olympics Swim Team and they feared that there may be some conflict between swimming practice and the Boy Scout meetings. It was made clear to them and Erik by the Boy Scout leader, a senior patrol member (an older boy scout), and the Project REC staff that the Boy Scouts expected a commitment if Erik decided to join. However, it was acceptable to the leader if Erik were to come half an hour late to each two hour meeting if there was a conflict with swimming practice.

Erik attended five Boy Scout meetings before deciding not to join the troop. Support was provided by Project REC for the first two meetings at which time the leader of the troop felt confident about his own ability to include Erik in the troop. Although Erik enjoyed the troop, it was taking up a substantial part of his time, and he had to choose between that and Special Olympics. According to his parents, this is the first time Erik has made a decision like this independently. Although Erik did not choose Boy Scouts, his parents now feel confident about his ability to make informed choices about his leisure time.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Girl Scouts

PROJECT STAFF INVOLVED:

Cheska Komissar

HOW IT STARTED:

After being introduced to all the teachers in the "Severe Special Needs" classroom in the Wellesley collaborative, one of them identified Sarah as being a student who had nothing to do after going home from school.

WHO WAS INVOLVED:

Sarah is 11 years old and has severe developmental delays. She has no means of communication at the present time other than laughing and crying. Sarah uses a wheelchair but can stand with another person supporting her. She also has poor blood circulation which makes outdoor activities in the winter quite difficult. The Girl Scout troop Sarah has joined includes six other girls and two leaders.

FAMILY CONTACT

Sarah's teacher initiated contact with the family by sending a letter outlining the recreation project and making a follow-up phone call. After her parents consented to Sarah's participation in this project, Cheska Komissar contacted the family and met with them in their home.

LEISURE PREFERENCE DETERMINATION:

Interviews were held with Sarah's classroom and physical education teachers in order to discover their views on her needs. During the meeting with the parents, the family's lifestyle was discussed as well as what sort of activity might be appropriate for Sarah. Sarah's mother was skeptical that Girl Scouts/socialization would be an activity which she would enjoy and which would fit the family's hectic schedule, but was willing to give it a try.

PRIMARY TOWN INVOLVED:

Wellesley/Collaborative

ACTIVITY DESCRIPTION:

In order to find Sarah a Girl Scout troop, we had to work through a regional director for Sarah's town. She was quite skeptical, but came through in the end by finding a troop that was more than willing to try something new. The leaders of the troop both have experience with people with disabilities and several of the girls are volunteers in Sarah's classroom. We met with the leaders of the troop and they had no concerns. However, they mentioned that several of the girls were concerned that Sarah would change the troop and perhaps slow them down. We decided together that a project staff member would attend a meeting prior to Sarah's joining the troop to discuss disability and answer any questions or concerns the girls might have. Prior to this meeting, both leaders had discussed the possibility of Sarah joining the troop with the girls.

The meeting was a success and now that the girls are getting to know Sarah and understand that she will not change the scope of their activities, they are, for the most part happy to have her as a member of their troop. In fact, several of them have begun devising ways of including Sarah more in the meetings and activities. Sarah attended her first four meetings with a member of the recreation project providing support through modeling and answering questions. For the next six meetings, Project REC staff went every other meeting after discussing ways to fade out support from the leaders with them. By the end of the year, support was only given by Project REC during a swimming trip, and then only to assist by demonstrating how to swim with Sarah.

Unfortunately, next year Sarah will be going to another school which is quite far from her community and the girl scout troop usually meets after school. At the present time, Project REC is trying to work with the troop to modify their schedule to accommodate Sarah.

As a result of participating in the girl scout troop, and after hearing about the girl scout camp in Waltham, Sarah's parents are considering a girl scout summer day camp as an option for Sarah.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:
Integrated Summer Camp

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

HOW IT STARTED:

For the past several years the Greater Waltham Association for Retarded Citizens (GWARC) has offered a summer camp specifically for children with special needs. Last year, with the support of the recreation project, GWARC decided to begin including the children with disabilities into other Waltham summer camps with their nondisabled peers. Integration of these children in addition to others who had previously attended other separate camps for children with disabilities continues this year. In addition, with the support of Project REC, four other children, in Newton and through the Wellesley Collaborative, attended city camps in their own communities.

WHO WAS INVOLVED:

Approximately 55 youth with disabilities, ranging in age from 5 to 18, are being placed into Waltham summer camps. The disabilities the children have include developmental and learning delays, visual and hearing impairments, and mobility, attention and behavior problems. Over six hundred children without disabilities are enrolled in the same camps. Counselors are provided by GWARC and the city camps and numbered over 60. In addition, GWARC has one volunteer to help provide support to the children.

The four other youth from Newton and the Wellesley Collaborative attended various types of camps including both private and city run camps.

FAMILY CONTACT:

Notices of camp opportunities were sent out to all parents who have children who regularly enroll in GWARC programs. In addition, direct inquiries to the camps were met with positive response in terms of their inclusion of all children. A few children/parents heard about the camp through meetings with the Wellesley Collaborative teachers and the Institute Brief published by Project REC.

LEISURE PREFERENCE DETERMINATION:

Parents made the decision to send their child to one of four different camps.

PRIMARY TOWN INVOLVED:
Waltham/Newton/Wellesley Collaborative

ACTIVITY DESCRIPTION:

GWARC approached four camps (YMCA, Boys/Girls Club, Girl Scouts, Waltham City Camp) about working together to include children with disabilities in their summer programming. All of the camps had the children apply directly to the camps with the assurance that support in the form of counselor training and actually sending an extra counselor with the child when necessary would be provided. Because of the financial needs of five of the families, six children sent their applications through GWARC, who supplied financial aid and then sent that on to the respective camps. Approximately 12 other children received aid directly from the camp they attended. In order to promote full inclusion in all aspects of the camp, no "camp within a camp" option was available this year.

This year five older children (ages 15-19) were included fully in the CIT (Counselor In Training) programs at two of the camps. In addition, a 20 year old was accepted as a volunteer at one of the camps. (For more information about the volunteer see separate Integrated Activity Description: Camp Volunteer).

GWARC and the recreation project are continuing to work together to improve the integrated summer camp experience for the future.

The four children from Newton and Wellesley Collaborative needed minimal assistance for participation in their camps. Assistance included help in locating financial assistance, meetings with camp directors, counselor training and trouble shooting in certain instances.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Social Integration During School

PROJECT STAFF INVOLVED:

Robin Friedlander, Debra Hart, Cheska Komissar

HOW IT STARTED:

The Special Education director for the Waltham Public Schools suggested that one of the greatest needs in Waltham was the social integration of mainstreamed students. She suggested that many of the students were physically integrated into classrooms, but not socially integrated with their peers. Debra Hart then contacted several teachers on the Special Education Director's recommendation, met the students and spent time observing in the classroom to discover where we might best be able to help with social integration.

WHO WAS INVOLVED:

One of the teachers contacted is in a Kindergarten classroom with eighteen children including one child, Jason, with Down Syndrome. In the beginning of the year, Jason had no verbal communication and did not interact with his peers at all. In addition to the teacher in the classroom, Jason has a full time aid with him in school.

The second teacher contacted is in a Fourth grade classroom with twenty three children. Jennifer is a student in this class and has delays in communication and learning as well as problems with social interactions. Jennifer also has a full time aid with her in school.

FAMILY CONTACT:

Debra Hart contacted both of the students' parents on the phone and discussed their behaviors and interactions with them.

LEISURE PREFERENCE DETERMINATION:

In order to discover ways in which Jason and Jennifer could interact with their peers, numerous observations were made of them in the classroom, at lunch and at recess. Debra Hart also attended both of their IEPs. In addition, both parents were questioned about after school activities and what the parents envisioned for their children. Both of these students participated in the camp program through Greater Waltham Association for Retarded Citizens (GWARC) and the YMCA so insightful information about their interests was also gained through discussions about this with the recreation director at GWARC

PRIMARY TOWN INVOLVED:

Waltham

ACTIVITY DESCRIPTION:

After observing Jason extensively in class and talking to others involved with him, it was decided that we would try to find at least one game which he would choose to play with his peers in class during free play, eat lunch independently with his peers, and provide opportunities for him to play with his peers during free play outside. In addition, we would work together with GWARC and the YMCA to get him into the YMCA vacation camp during December, February and April breaks at the request of his parents.

One of the things that Jason most enjoys in the classroom is emptying things out of baskets, and with a physical cue, filling the baskets up again. Therefore, we decided it would be best to find a game which would involve dumping. When this game was identified (*Don't Spill the Beans*), Jason's mother purchased the game ($5.99) and donated it to the classroom. Through conversations with the teacher, the Project REC staff ascertained that Jason understood the game and was given the choice, on a consistent basis, to play it.

A major obstacle to social interaction with his nondisabled peers during lunch was Jason's aid who did not leave his side. When interactions were initiated by other students, the aid frequently stopped the interactions and brought Jason's attention back to eating. We recommended that the teacher give the aid her lunch break during the students' lunch instead of during the free play period preceding lunch. Instead of the aid monitoring Jason at lunch, Project REC staff went into the lunchroom to ascertain that he was able to eat lunch by himself with a peer from the class helping him open his bags and drinks. Project REC attended lunch with Jason for a period of 4 weeks (14 lunches). Jason has demonstrated that he is able to eat independently, and with the absence of the aid, he has not only be able to eat, but also has been able to have more normalized interactions with his peers during this time. By the time Project REC staff withdrew from lunchtime at the school, Jason was able to walk to lunch independently as well as eat with the assistance of his peers. However, he did need assistance in purchasing his milk, and the teachers on lunchroom duty agreed to try to assist him. After lunch, the aid met him in the lunch area and remained with him for the rest of the day.

By the time Jason was eating independently, the school year was drawing to a close. Project REC had hoped to continue to work toward Jason's goals next year, but Jason moved to another city. Jason's ability to eat independently was made clear to his mother who planned to have this type of plan implemented in his new school.

Finally, we have been working together with GWARC and the YMCA to have Jason participate in vacation camp at the YMCA. During December vacation, the YMCA had extra staff because of low enrollments and felt Jason did not need any extra support. However, they did request that someone come for a couple of hours the first day to ascertain that the counselors could find ways to include him. The first day of camp one of the staff from the Project REC spent an hour at camp but found she was not really needed. Jason did not participate in the rest of camp as he became ill. Plans were made for arranging part time support for Jason (as the YMCA felt is necessary) for the more crowded February camp. A volunteer support "counselor" was located by GWARC in case the YMCA felt it necessary; however, the YMCA decided that extra support was not necessary and Jason would be able to participate fully in the program now that they were familiar with him. Jason attended camp during February, but not during April (the family was moving).

In Jennifer's case, one of the recreation project staff created a program for fading the assistance of her aid, who, as a constantly present adult, provides a formidable barrier to Jennifer's social interactions with her peers. With the slow withdrawal of the aid, Jennifer will have more control over her life and interactions with her peers.

Jennifer's program involves getting off the school bus independently and walking to class with a peer where she starts her morning routine. After her morning lessons, another peer then walks to the bathroom with her, returns to the class and then they go out to recess together. By having Jennifer walk with her peers and then go out to recess together with one of them, social interactions are able to occur much more often than when Jennifer walked everywhere with her aid. By years end, Jennifer was independently walking from the bus to her classroom with a peer. She was able to perform her morning classroom routine (i.e., hang up coat and start work), independently, on 3 out of 5 occasions. She also completed her morning bathroom routine and recess with the assistance (1-2 verbal cues) of a peer.

Finally, Jennifer was evaluated by a speech therapist at Children's Hospital who recommended the use of computers in her education. We recommended that work with the computer is an excellent area for cooperative learning with her peers which will encourage further social contact.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Friendship Club

PROJECT STAFF INVOLVED:

Cheska Komissar

HOW IT STARTED:

In a meeting with the director of the Wellesley Collaborative and their adaptive physical education instructor, they mentioned one student, Kristen, who was anxious to participate in any type of activity. They explained that her mother had a bad back and therefore was not able to push Kristen's chair or help her into the swimming pool they had in their backyard. The only time Kristen got out of the house was to go to school.

Another child, Kristine, was identified by her teacher in the Wellesley Collaborative. Her teacher indicated an interest on figuring out ways to get students from the Friendship Club, located in Kristine's school, involved in non school related activities beginning with Kristine.

WHO WAS INVOLVED:

Kristen is 17 years old and severely developmentally delayed. Although she is small for her age, she is overweight for her size and is heavy to lift out of and push in her wheelchair. Kristen is able to respond to yes and no questions about 50% of the time. She is not able to push herself in her chair and has very limited mobility when on the floor (she can sit from a lying position). There are presently four high school volunteers from the Friendship Club who participate in activities with Kristen.

Kristine is 15 years old and has developmental delays. She lives at home with her parents who both work full time. Kristine is active in after school programs designed exclusively for children with special needs. Both her parents and her teacher felt that she could be involved with students who do not have disabilities, but were unsure how to initiate this. One high school student, also aged 15, became involved in after school "hanging out" with Kristine.

FAMILY CONTACT:

Both Kristen and Kristine's teachers initiated contact with the family by sending a letter outlining Project REC and making a follow-up phone call. After their mothers consented to their participation in this project, Cheska Komissar contacted the families and met with them in their homes.

LEISURE PREFERENCE DETERMINATION:

In order to discover what sort of activities Kristen and Kristine most enjoy, we interviewed their classroom and adaptive physical education teachers and their mothers. In Kristen's case, we made observations during her physical education class and asked yes and no questions based on the information we had already been given by the teachers and information we had been given by teenagers in a pilot test of the leisure interest survey. Kristine was able to tell us herself what sort of activities she most wanted to try. In addition, all of the non-disabled peers who participate in this activity continuously try new things which are popular with them and their friends and constantly ask if they are enjoying the activity.

PRIMARY TOWN INVOLVED:

Wellesley/Collaborative

ACTIVITY DESCRIPTION:

Both Kristen and Kristine's teachers and mothers identified their primary need as making friends and "hanging out," basically doing what other nondisabled people of their same age are doing. We therefore secured four volunteers from a high school Friendship Club to participate in activities with Kristen. They go in two groups of two. One couple goes one time per week after school and the other will begin shortly and go every other Sunday. In addition, one high school student meets with Kristine. They began by meeting once a week, but the meetings have now become more spontaneous.

In Kristen's case, we began this activity by taking the high school students to her house and introducing them. It was necessary to explain Kristen's methods of communication to the high school students as well as model different ways of interacting with her. In addition, they needed to learn methods of lifting her so they could travel (in Kristen's mother's car) to other places. It took six to eight meetings of the the students with a recreation project staff member until they begin to feel confident enough to meet Kristen independently. It has been quite important to reinforce the high school students with praise regarding their actions as they can become quite discouraged about the non-responsiveness of Kristen. Also, in a case such as this, when the mother treats her almost adult child like a toddler, it is important to help the high school students understand that the person with the disability is not a baby and should not be treated as such, despite the parents' treatment.

The high school students are encouraged to try different activities with Kristen in order to discover what she most enjoys and give her the opportunity to try new experiences. Different activities that the students have tried/will try are music, magazines, doing each others hair, going shopping, going out to eat, going to the movies, double dating and "whatever new fads come along."

Kristen seems to enjoy the company of people her age and is much more responsive to them than to the recreation project staff member, older sister and mother. As their friendship develops, it is hoped that their schedule of visiting Kristen will become more spontaneous. Furthermore, one of Kristen's favorite activities is swimming. She has a pool in the backyard but has not used it since she was 7 years old. The adaptive PE teacher for the Wellesley Collaborative and a Project REC staff member demonstrated to several high school students and one graduate student how they could help Kristen in the pool. They now visit Kristen at least once a week (during the summer) and swim with her.

In Kristine's case, we began this activity by arranging an out of school activity, which Kristine picked, as the first meeting place--the mall. It was necessary for the high school student to help her learn to encourage Kristine to learn appropriate behavior for a public center (e.g. using a quiet voice, not pushing people, standing in line). It has been important to help the high school student through her feelings of embarrassment when Kristine acts in ways which are not "usual" for public facilities.

Subsequent meetings have included more trips to the mall, a local town fair, and swimming at the pool in the high school student's condominium complex. The latter activity was exciting as it was the high school student who initiated the activity, made the phone call to Kristine and invited her over.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Hanging Out in Millis

PROJECT STAFF INVOLVED:

Cheska Komissar

HOW IT STARTED:

Michael's teacher is the one who organized the "Friendship Club" in her school in order to benefit the students in her class. She realized that she had helped her students get friends during school, but wanted something to happen after school. Unfortunately, many of her students do not live near the school they attend, so their friendships do not carry over. She identified one of her students, Michael, as someone who would really benefit from meeting people his own age in his home town.

WHO WAS INVOLVED:

Michael is a 16 year old student with developmental delays. Four students from his home town high school have expressed an interest in meeting him and becoming involved with him throughout the year. The number of people he will meet as a result of these students' efforts is unknown.

FAMILY CONTACT

Michael's teacher contacted his father and grandmother to discover if they were interested in getting Michael involved in Project REC. Once they agreed, Project REC staff contacted them and discussed opportunities for Michael meeting people. Project REC has dealt primarily with the grandmother as she is the primary caretaker.

LEISURE PREFERENCE DETERMINATION:

Michael's teacher includes recreation as part of her curriculum and through numerous conversations with Michael, determined that he was interested in having friends near his home. Project REC also met with Michael who confirmed what they had already been told. In addition, Michael's grandmother realizes that there are many things young people Michael's age do that he has not experienced and she is looking forward to him getting a chance to participate new activities.

PRIMARY TOWN INVOLVED:

TEC/Wellesley Collaborative

ACTIVITY DESCRIPTION:

Michael's teacher discovered that there was a big brother/sister program in his home town high school. She secured permission for Project REC to contact the advisor of that program, also a counselor in the school. The counselor felt that there would be an interest in meeting Michael among many students. She spoke with four students who she felt would be interested and a meeting has been set with them and Michael for the beginning of August (when he returns from overnight camp).

The counselor seemed to think that there were other students in the school who might be interested in such a program and will consider expanding her program to include "hanging out" with peers as well as big brother/sister in the future.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:
4-H Club

PROJECT STAFF INVOLVED:
Cheska Komissar

HOW IT STARTED:
After being introduced to all the teachers in the "Severe Special Needs" classroom in the Wellesley collaborative, one of them identified Sarah as being a student who had nothing to do after going home from school.

WHO WAS INVOLVED:
Sarah is 11 years old and has severe developmental delays. She has no means of communication at the present time other than laughing and crying. Sarah uses a wheelchair but ca stand with another person supporting her. She also has poor blood circulation which makes outdoor activities in the winter quite difficult. The 4-H club has approximately 60 members who participate at different times during the week. The majority of the members attend the weekly Saturday meetings. Two members of the Friendship Club from the Wellesley Collaborative will attend meetings with Sarah on Saturdays to provide support.

FAMILY CONTACT
Sarah's teacher initiated contact with the family by sending a letter outlining the recreation project and making a follow-up phone call. After her parents consented to Sarah's participation in this project, Cheska Komissar contacted the family and met with them in their home.

LEISURE PREFERENCE DETERMINATION:
Interviews were held with Sarah's classroom and physical education teachers in order to discover their views on her needs. During the meeting with the parents, the family's lifestyle was discussed as well as what sort of activity might be appropriate for Sarah. Sarah's mother was skeptical that 4-H/socialization would be an activity which she would enjoy and which would fit the family's hectic schedule, but was willing to give it a try.

PRIMARY TOWN INVOLVED:
Wellesley/Collaborative

ACTIVITY DESCRIPTION:
The 4-H Club in Sarah's town runs a small farm with sheep, cows, pigs and rabbits. The members of 4-H range in age from 5 to 18 and take full responsibility for the care of the animals. Each member sets up his/her own contract for when he/she will care for the animals. After severa discussions with the 4-H director, he decided that the best time for Sarah to participate (to begin with) would be on Saturday mornings when all of the children participate. We also decided that if Sarah had a volunteer to push her and help her feed the animals, she would have a better opportunity to become friends with the other children rather than becoming another task for them.

Two volunteer high school students were chosen to participate in this activity with Sarah. Unfortunately, all these decisions seemed to come to nothing as Sarah's parents were nervous about her joining 4-H during the winter as it would be difficult to push her chair in the snow. When the two high school students expressed their willingness to work hard, Sarah's parents finally agreed.

Sarah attended two 4-H meetings on Saturday. At that time, Sarah's parents decided they would rather that Sarah try a wide variety of activities in order to give her a full range of experiences from which to choose. The high school volunteers agreed to act more like "big sisters" and take Sarah to a variety of activities. To date they have been swimming, bowling, and malling.

Although Sarah did not join 4-H, the leaders of the 4-H group realized that children with disabilities could participate in their groups. At the present time there is another Wellesley Collaborative student who lives in Walpole whose parents are considering 4-H as a recreation option for their child.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Camp Volunteer

PROJECT STAFF INVOLVED:

Cheska Komissar

HOW IT STARTED:

The mother of the youth involved heard about Project REC through the Institute Brief. She knew that her son was too old to be a camper at summer camp, but was interested to discover if there was any other way to get him involved.

WHO WAS INVOLVED:

Joel is 20 years old and has Downs Syndrome. He was accepted as a volunteer at the YMCA summer camp and works together with the art and swimming specialists and has contact with all of the 30 staff members (ages 17 - 38) and 150 campers (ages 5 - 16).

FAMILY CONTACT:

The parent made the initial contact to Project REC and discussed the various camps and how Joel might become involved in any one of them. Several phone conversations were held with the parent. She then contacted the school and arranged for a meeting with Joel and his teacher at school. All contact with the parent has been over the phone and one brief meeting before the first day of camp.

LEISURE PREFERENCE DETERMINATION:

Joel had expressed an interest to his mother in attending summer camp (like his brother and sister). After speaking with Project REC, Joel's mother explained to him that he was too old to go to camp, but he may be able to work as a volunteer at camp. Joel continued to express an interest in camp and Project REC met with him at his school. At that time the responsibilities of a volunteer were discussed as well as the differences between a volunteer and counselor. Joel decided that he would like to try being a volunteer. The YMCA camp in Waltham was chosen since Joel has had experience with YMCAs in the past.

PRIMARY TOWN INVOLVED:

Waltham

ACTIVITY DESCRIPTION:

After some coaching by his teacher, Joel attended an interview at the YMCA camp with the director. He was accepted as a volunteer on a two week trial basis for four days a week (Joel had a job one day a week). Several days before he was to start camp Joel spent one day (4 hours) at camp with Project REC staff learning his way around and learning the camp schedule.

For the first two weeks of camp, Joel spent time in each of the specialist areas (e.g., field games, arts and crafts, swimming) as well as time with single counselors and their groups. GWARC staff introduced him to the areas and helped him and the specialists discover ways in which he could help. Both GWARC and Project REC staff worked with Joel to help him learn to be on the giving end of praise and help rather than the receiving end.

At the end of two weeks it was decided that Joel was the biggest help during swimming lessons aiding those children who could not swim (e.g. holding their hands while they kicked, encouraging them into the water). The arts and crafts specialist also felt his help was beneficial as he was good at entertaining those children who finished their projects quickly. However, the only time that swimming lessons were given as well as arts and crafts on a consistent basis was during three hours in the morning. In order to encourage Joel to be a volunteer rather than a camper, it was decided to ask him to come only during those three hours when his help was really needed.

Joel will volunteer for a total of six weeks at which time his parents have decided to send him to an overnight camp.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Newton Parks and Recreation Free Swim

PROJECT STAFF INVOLVED:

Cheska Komissar

HOW IT STARTED:

On the recommendation of the Special Education Director in Newton and the coordinators of elementary special education, the project staff gave a presentation of the recreation project to approximately 20 Newton special education teachers. One of these teachers was interested in getting several of her students involved with the project. One of the project staff members met with the teacher in her classroom and discussed her students and their needs. She identified one student who she believed to have the most needs in terms of his after school activities.

In addition, Project Koala, run by the Department of Mental Retardation, referred a resident of Newton to Project REC.

WHO WAS INVOLVED:

Kevin was the first student identified by his teacher. He is eight years old and has learning disabilities and a behavioral disorder. He is the only boy living with his three sisters and great grandmother in welfare housing.

Andrew, referred by Project Koala, is a four year old recently diagnosed with autism. Andrew's parents are both swimmers and wanted to participate in community swimming with Andrew. During the winter they swim at Newton North High School where there are frequently many other parents with their young children. In the summer, they swim at one of the public lakes in Newton run by the recreation department.

FAMILY CONTACT:

The teacher made the initial contact to the great grandmother (Kevin's legal guardian) securing her consent for Kevin's involvement in the project. Cheska Komissar then made an appointment to meet the great grandmother and discuss Kevin's needs and her expectations with her at her house. In Andrew's case, his mother made the initial contact with Project REC and all conversations were held over the phone or via mail.

LEISURE PREFERENCE DETERMINATION:

During the meeting with Kevin's teacher, many of his leisure interests were discussed as well as activities that she felt should be avoided. Kevin's great grandmother identified interests which she had observed. Kevin himself also was able to discuss his preferences. In addition, we spoke with his counselor at the Newton Guidance Center in regards to Kevin's most pressing leisure needs. Finally, Cheska Komissar was able to observe him on several occasions interacting with his siblings and his big brother (provided by the Newton Guidance Center).

In Andrew's case, swimming is a big part of this family's activities, they wanted to encourage their son to learn to swim. Other references for activities were given to the parents (e.g. camps, creative movement classes) based on the mothers request for physically active activities.

PRIMARY TOWN INVOLVED:

Newton

ACTIVITY DESCRIPTION:

Kevin:

During the year, Kevin has a big brother to assist him in activities, but in the summer, when he has the most free time, Kevin's activities are limited to those in his immediate neighborhood. Although Kevin lives in a neighborhood with an abundance of children, he rarely plays with them as his often explosive behavior causes them to avoid him. Project REC has a summer volunteer intern, Brian French, who was placed with Kevin, with guidance from Project REC staff, to address his lack of activity and interactions with other children. Brian sees Kevin several times weekly and acts in two capacities.

First, Brian often takes Kevin and his siblings to free activities in the community, acting somewhat like Kevin's big brother during the school year. Second, Brian encourages Kevin to play with the other children in the neighborhood. A large playing field and basketball courts are located directly across from Kevin's home and if other children are nearby, it is quite easy to begin a "pick-up" game. When they are playing together with other children, Brian watches for signs of explosive behaviors in Kevin and helps Kevin stop himself before he begins fighting. Brian found that Kevin is beginning to successfully play on his own.

Andrew:

Andrew's mother wanted him to learn how to swim. She was given information about lessons through the recreation department and offered support through Project REC in the form of volunteers and project staff, but did not yet feel ready to have her child in an organized activity with nondisabled children. Furthermore, being a swimmer herself, she had already taught Andrew quite a bit about swimming. She felt that if it was not for his disability, he would be able to swim independently, but because of his difficulty with motor control, he still required the use of floatation devices. Unfortunately, the Newton Parks and Recreation Department does not allow flotation devices of any sort in their pool. The mother had tried to explain Andrew's disability and needs to the department, but was met with negative replies.

Together with Project REC, several calls were made to the recreation department and a letter written which resulted in Andrew being able to use a flotation device and hence swim freely in the pool with his mother and other children and parents in the pool.

Although Andrew's mother understands that support is available through the project to integrate Andrew into regular swimming or other programs, she is primarily interested in programs where Andrew will be with other children with disabilities. She has, however, agreed to meet with several high school volunteers next year who may assist Andrew with his swimming so that he may eventually join regular swimming lessons.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:
Big Bother/Big Sister

PROJECT STAFF INVOLVED:

Robin Friedlander

HOW IT STARTED:
Tommy B.: Staff was contacted by a social worker from the Department Of Social Services. She felt that Tommy would benefit from this type of a relationship.

Heather F.: Staff were contacted by Wellesley/Collaborative staff and the involved parent who felt that Heather could benefit from this type of a relationship.

WHO WAS INVOLVED:
Tommy is 11 years old and has severe special needs. Heather is seven years old and has severe special needs. The three High School students involved range in age from 15-18.

FAMILY CONTACT:
Staff met at the homes of both mothers who seemed very interested in having their children develop these types of relationships. Both felt that their children needed positive role models to help them develop better self-esteem.

LEISURE PREFERENCE DETERMINATION:
Staff met in the home with both children individually to discuss with them what types of activities would interest them. Staff discussed the Big Bother/Big sister option and both children indicated that they were very interested in participating in the program.

PRIMARY TOWN INVOLVED:
Wellesley/Collaborative

ACTIVITY DESCRIPTION:
Project staff recruited the involved teenagers from the local area high schools. Project staff set up meetings between the teenagers and the involved parents and children and all were very pleased. Project staff will accompany the children and teenagers on several outings until all involved feel comfortable with the situation.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:
After School Program

PROJECT STAFF INVOLVED:
Robin Friedlander

HOW IT STARTED:

Mrs. F. contacted staff directly after being referred to the program by the Greater Boston Association for Retarded Citizens. Jeffrey participated in an integrated afterschool recreation program and Mrs. F. felt that the staff at the program needed assistance to more fully involve Jeffrey with his nondisabled peers. Project staff met with the staff of the afterschool program and they were very interested in working with Project REC.

WHO WAS INVOLVED:

Jeffrey is 8 years old with severe developmental delays. He has some sensory and motor development issues.

FAMILY CONTACT:

Staff met with Mrs. F. to discuss what areas she felt needed attention. Mrs. F. felt that Jeffrey only played by himself and did not interact with the other children in the program.

LEISURE PREFERENCE DETERMINATION:

Jeffrey has been involved with the afterschool program for two years and when asked says he enjoys the program alot.

PRIMARY TOWN INVOLVED:
Newton

ACTIVITY DESCRIPTION:

Project staff observed Jeffrey three times in the afterschool program setting. He would play along side the other children, but would not interact with them. The two activities he enjoyed the most were playing on the jungle gym and playing with marbles that he would roll down a track. Project staff felt that Jeffrey enjoyed the marble game because he liked watching the movement of the marbles. Project staff talked to the afterschool staff about the purchase of a car racing track where the children could play together. Project staff purchased several different tracks and Jeffrey seeks out these toys to play with when he comes to the program. He likes racing the cars with his peers and initiates this type of play independently. Project staff has also initiated informal races on the jungle gym. Jeffrey is very agile in this activity and really seems to enjoy the competition. Project staff is hoping that Jeffrey will eventually initiate this activity independently.

INTEGRATED ACTIVITY DESCRIPTION

ACTIVITY TITLE:

Pre-school recreation activities

PROJECT STAFF INVOLVED:

Robin Friedlander

HOW IT STARTED:

Project staff met with Eileen Sullivan, Director of Brookline/Newton Early Childhood Special Needs, to present the Project (see Community Contact Meetings). Ms. Sullivan invited the staff to present at the monthly meeting of the pre-school teachers. After this meeting, Arlene Schwartz, Special Education Teacher, contacted Project staff to set up a meeting.

WHO WAS INVOLVED:

Sam P. is five years old with severe developmetal delays. He has alot of energy and likes trying alot of different activities in his classroom. Sam had some speech difficulty when he was younger and although his speech has improved greatly, he is still very self-conscious about it. His speech problems have created some self-esteem issues which causes Sam to have some difficulty interacting with other children. He will begin in a woodworking class with six other children his age in the beginning of February.

FAMILY CONTACT:

Ms. Schwartz contacted Mrs. P. by phone and sent home a program description. Ms. Schwartz arranged a meeting for all of us to meet at the school. Ms. P. was very excited about the Project and Sam's involvement. She hopes that next year he will be integrated into a regular kindergarten and feels he needs to develop more socialization skills if he is to be successful there. Since that meeting staff has been in contact with Mrs. P. several times in the development of activities.

LEISURE PREFERENCE DETERMINATION:

Ms. Schwartz said that Sam likes to make things with his hands, play with the computer , and run around the school yard. Mrs. P. said the same things. She said he has had some woodworking experience with his father and has also done some gymnastics. Staff observed Sam in his classroom, in an integrated pre-school program, and in the school yard.

PRIMARY TOWN INVOLVED:

Newton

ACTIVITY DESCRIPTION:

Project staff called Mrs. P. to let her know about the woodworking program. It meets once a week for an hour and there are six other children in the class. The cost is $60.00 for 10 weeks.

Staff is also looking into a program that teaches preschoolers how to use computers and programs at the YMCA.

INTEGRATED ACTIVITY DESCRIPTION ACTIVITY

ACTIVITY TITLE:
Newton Cub Scouts

PROJECT STAFF INVOLVED:
Robin Friedlander

HOW IT STARTED:
Ms. Joan Fritschi, Coordinator of Physical Education for Newton Public Schools referred Project staff to Mozel Berkowitz, Coordinator of Elementary Special Education for Newton Public Schools. Ms. Berkowitz and Dr. Valery Ardi, Coordinator of Secondary Special Education, organize a monthly meeting for Elementary and Secondary Special Education Teachers from the Newton Public Schools. Project staff arranged with Ms. Berkowitz and Dr. Ardy to do a presentation about the Project to this group of teachers (see Community Contact Meetings). Several of the teachers felt that they had students who could benefit from these services. Project staff contacted Linda Luciano, Special Education Teacher at the Underwood Elementary School in Newton to arrange a visit.

WHO WAS INVOLVED:
Dimitrius B. is 8 years old and has moderate special needs. He had some acting out behaviors and had some difficulty socializing with peers.

FAMILY CONTACT:
Staff did not have the opportunity to get in contact with the family.

LEISURE PREFERENCE DETERMINATION:
Staff had the opportunity to observe Dimitrius in the classroom setting and during an integrated physical education class. Staff also spoke to Dimitrius about his choices of activities.

PRIMARY TOWN INVOLVED:
Newton

ACTIVITY DESCRIPTION:
Staff met with Ms. Luciano several times to discuss services and determine which students would be involved with the Project. Ms. Luciano seemed very excited and said that the parents of her students had expressed a strong interest in after school recreation activities. Ms. Luciano felt that all her students could benefit from these services, but decided that we would start with Dimitrius. Project staff discussed a variety of programming alternatives and Ms. Luciano felt that the Cub Scouts was the best alternative for Dimitrius. Staff also gave Ms. Luciano a variety of information on integrated recreation opportunities within Newton and the surrounding areas. Ms. Luciano said she would contact Dimitrius's parents to arrange a meeting. Staff got in contact with the local Cub Scout office and got the name and number of the nearest troop. Staff spoke to the troop leader who seemed very interested in getting Dimitrius involved. Staff called Ms. Luciano to let her know and find out if she had arranged a meeting with Dimitrius's parents. Ms. Luciano said she had decided not to get Dimitrius involved in an integrated troop because she had been approached by someone in the Cub Scouts to set up a "Special" troop within her classroom. She could hold the meetings during free time in school and the Scouts would provide her with a curriculum designed especially for these types of troops.

Staff asked Ms. Luciano if Dimitrius or any of her other students could benefit from any other recreation services. Staff reviewed a variety of other alternatives, but Ms. Luciano felt that these services were not necessary at this time.

ACTIVITY DESCRIPTION:

There were numerous planning meetings and issues to be resolved prior to Nicky's participation in the Cub Scouts. Staff met with the Scouting directors several times in September to determine which troop would be appropriate for Nicky. The directors had some concerns that Nicky would not be able to get as many activity badges as the other kids and that this would bother him. Staff felt that this would not be a problem because the main reason for Nicky's participation was so that he could increase his peer network within his community. Then staff met with the Scout leader to tell him about Nicky. In November the staff met with the troop that Nicky would be attending to tell them a little about Nicky and to help them develop an understanding of individuals with disabilities and answer any questions they may have (see Inservices/Conferences/ Presentations). Instead of having the boys meet Nicky for the first time at their meeting, all of the boys and their leaders were invited over to Nicky's house. All involved felt that the transition would be easier for Nicky if he met the boys for the first time in a place where he feels most comfortable. It also gave Mr. and Mrs. D. an opportunity to meet everyone.

The scout troop had scheduled meetings from 7:30-8:30 p.m. every Tuesday night. Nicky has to get up very early to go to school and 7:30 was a little too late for him to attend a meeting. The leaders and the involved scouts agreed to hold the meeting at 7:00 instead. Nicky attended his first meeting at the end of November. The meetings are run in the same general way every week. During the first 20 minutes or so the boys go to the gym in the church and play basketball. It has been very difficult to get Nicky involved in this activity due to his physical involvement. Currently he can push the ball off his lap tray and it will land at his feet. When the ball is given to him he will not hold on to it. The kids in the troop will come over and talk to Nicky during this activity or yell things from the court. He currently does not respond to them except maybe to look up when his name is called. As a result, staff has arranged with the adaptive physical education teacher at Nicky's school to bring in activities which he could be more involved in during this gym time. These include a parachute that the kids could play with and a portable bowling set.

The rest of the meeting is spent talking about the activities in the scout book which they have to do to get their badges. They also say the Pledge and the Scout oath at the beginning of the meeting. Staff is arranging for some of the boys to record on tape the pledge and the scout oath for Nicky so that the tape can be played while the other boys are are saying it in the meeting. Nicky seems to be just listening quietly to the other activities. The leader has said that he will try to have more hands-on activities in the future. Staff feel that it will take Nicky some time to get used to the new situation, but he seems to be enjoying it. The kids in the troop are responding very positively to him, joking around with him and trying to get him involved. Staff has also arranged for 4 Boy Scouts, ages 13-14, to work with Nicky on some of the scouting activities during the week. The boys have met with Nicky and Mr. and Mrs. D. Two boys will meet with Nicky once a week for 1 hour or so. A definite schedule is being worked on. Nicky attended one of the large monthly meetings where all the troops get together. The boys from his troop tried very hard to engage Nicky and the other kids who didn't know him were a little leery. Some would come up and say hi, but most would just stare. The majority of the adults seemed visibly uncomfortable with Nicky's presence. Staff discussed what had happened at the meeting with Mr. and Mrs. D. They expressed some of the frustration they felt about how the community treated them and Nicky. Staff felt that this was an issue that needed to be addressed both to the group who was at this big meeting (see Inservices/Conferences/Presentations) and the community at large (see Product Description). Staff feels that maybe if they had had the opportunity to meet with this large group previous to Nicky going that maybe some of this could have been avoided.

Another issue arose having to do with the accessibility of the church during the bad weather. Several days after a major snow storm the boy scouts had a meeting scheduled. Mr. D. called the day of the meeting saying that the ramp to entrance to the church had not been shoveled. Staff called the troop leader who said that the members of the church did the shoveling and must have neglected to do the ramp. No one would have been at the church until that evening, so it could not be shoveled in time for the meeting. Staff called Mr. D. to inform him of this. He said he and a neighbor would carry Nicky down the steps, which they did. The troop leader will make an announcement to those responsible for shoveling that in the future the ramp needs to be done.

Currently staff is going to every meeting with Nicky. It is hoped that as he becomes more comfortable and begins to participate more that he will need less staff involvement and that these responsibilities could be assumed by the leaders and the members of his troop.

Staff was invited to participate in Nicky's Individualized Education Planning meeting. His progress in the Scouts was discussed and his classroom teacher will be including some of the activities from scouting into his curriculum.

Appendix B

Initial Meetings/Trainings with Demonstration Towns and Other MA Localities

COMMUNITY CONTACT MEETINGS 1

PROJECT STAFF INVOLVED:
Cheska Komissar, Sherril Moon

WHO:
Ed Carter, Administrator for Special Services, Wellesley Collaborative
Helen Deranian, Director of Network Programs, Wellesley Collaborative
Carolyn McKearny, Adaptive Physical Education Teacher, Wellesley Collaborative

WHERE:
Wellesley Collaborative Office, Wellesley Middle School

WHEN:
7/18/90

OUTCOMES:

We discussed the goals of the recreation project at this meeting as well as the Collaborative system and how it could fit together with our project. It was decided that the best way to begin would be for Carolyn McKearny to introduce the project staff to the collaborative teachers in the "severe special needs" classrooms. A meeting was set up for a tour of the summer program with plans for another meeting in September.

PROJECT STAFF INVOLVED:
Cheska Komissar, Debra Hart

WHO:
Tom McCaffrey, Director, Greater Waltham Association for Retarded Citizens
Paula Rogerson, Recreation Director, Greater Waltham Association for Retarded Citizens

WHERE:
Greater Waltham Association for Retarded Citizens (GWARC)

WHEN:
7/26/90

OUTCOMES:

At least one member of the recreation staff would continue to work with integrating the GWARC summer camp into various Waltham city camps. In addition, the recreation project would continue to work with GWARC on its future improvements toward full integration in summer camps. Methods of finding volunteers in Waltham were shared with us, as well as a discussion of integrated recreation opportunities to be offered by GWARC both with and without the support of the recreation project.

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:

Carolyn McKearny, Adaptive Physical Education Teacher, Wellesley Collaborative.

Ms. McKearny is responsible for the physical education of all the children involved with the Wellesley Collaborative. Because she is familiar with all the children and their teachers, and is involved in many of the classroom leisure activities and education, she was the most appropriate person to introduce the recreation project and staff to the Wellesley Collaborative staff.

WHERE:

Fairway Estates swimming pool where two of the Wellesley Collaborative classrooms would be swimming during their summer session.

WHEN:

8/7/90

OUTCOMES:

One of the teachers from a middle school classroom was interested in enlisting the aid of the project to help integrate her students into a weekly activity period in the school. An appointment was set up for the beginning of the year to plan this activity.

PROJECT STAFF INVOLVED:

Robin Friedlander, Debra Hart, Cheska Komissar

WHO:

Dr. Linda Howard, Director of Special Education, Waltham.

WHERE:

Dr. Howard's office in the Waltham High School

WHEN:

8/29/90

OUTCOMES:

Dr. Howard identified two major needs for students receiving special education services in Waltham. She informed us that several students were fully mainstreamed with full time aids. However, her concern was that although they were physically integrated, they were not socially integrated at all. Dr. Howard arranged meetings between the recreation project and several of the teachers of these students. The second area in which Dr. Howard saw a need was in helping to integrate high school students with disabilities into regular physical education classes. Dr. Howard helped to arrange the initial contact between the recreation project and the director of physical education for the Waltham Public Schools.

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

COMMUNITY CONTACT MEETINGS 3

WHO:

Carolyn McKearny, Adaptive Physical Education Teacher, Wellesley Collaborative.

Ms. McKearny is responsible for the physical education of all the children involved with the Wellesley Collaborative. Because she is familiar with all the children and their teachers, and is involved in many of the classroom leisure activities and education, she was the most appropriate person to introduce the recreation project and staff to the Wellesley Collaborative staff.

WHERE:

Two middle and one preschool "severe special needs" classrooms in the Wellesley Collaborative.

WHEN:

9/10/90

OUTCOMES:

Three children were identified by Carolyn and two of the teachers as the first three children they would like to be involved in the recreation project from amongst the classrooms visited. The teachers would contact the parents, describe the project and check their interest. After their approval was secured, Cheska and Robin would contact the parents to begin their child's involvement.

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

Staff met with Judy Hughes and Sharon Postma, Special Education Teachers who work for The Education Cooperative (Wellesley/Collaborative). Ms. Hughes and Ms. Postma teach classes for students with severe special needs in a high school setting. They were interested in getting their students involved in programming.

WHERE:

The meeting was held at the high school.

WHEN:

9/10/90

OUTCOMES:

Staff had the opportunity to meet with the students and discuss their recreational needs. Two students were referred, Kristen R. and Maria B. Ms. Hughes and Ms. Postma talked about the type of programming they felt the students would enjoy and gave the staff an idea of the students skill levels. Ms. Hughes and Ms. Postma said they would send project information home to the parents and arrange times for the staff to meet with them.

PROJECT STAFF INVOLVED:
Debra Hart, Robin Friedlander

WHO:

Project staff met with Claire Nolan, Director of Physical Education for the Waltham Public Schools. Ms. Nolan oversees Physical Education programming for the Waltham Public Schools. Ms. Nolan felt that Project staff could assist the Physical Education Teachers in Waltham to more fully integrate the students with special needs into the regular gym classes. She felt that the teachers needed assistance in developing programming within their regular curriculum that would maximize the potential of the involved students.

WHERE:

The meeting was held at Waltham High School.

WHEN:

9/19/90

OUTCOMES:

Ms. Nolan discussed the current programming in the schools and what she would like to see improved. She felt that the Elementary, Middle and High School teachers needed some assistance in figuring out ways to more effectively involve the students with special needs into their regular gym classes. Ms. Nolan arranged for the staff to present the Project to the teachers during their monthly staff meeting. The presentations were arranged for November 14, 1990 (High School Physical Education Teachers) and December 12, 1990 (Elementary and Middle School Physical Education Teachers).

PROJECT STAFF INVOLVED:
Robin Friedlander, Debra Hart, Cheska Komissar

WHO:

Phil Reddy, Director of Special Education, Newton Public Schools
Karen Pierce, Director of Special Needs, Newton Parks and Recreation

As the Director of Special Education for the city's public schools, Phil Reddy is familiar with all the children and programs in Newton for children needing special education services. Mr. Reddy invited Karen Pierce to the meeting as she is in charge of all the programs specifically for children with special needs run through the park department in Newton.

WHERE:

Newton Public Schools Administration Building

WHEN:

9/24/90

OUTCOMES:

Phil Reddy discussed the needs of Newton students with us and put us in contact with the coordinator of physical education and the director of adaptive physical education in Newton. He also recommended that we contact the coordinator of preschool education in Newton as these children had the most severe needs. Karen Pierce discussed the needs of several children whose after school program had recently been cut and expressed interest in meeting with us in the near future about this situation.

PROJECT STAFF INVOLVED:

Debra Hart, Cheska Komissar, Robin Friedlander

WHO:

Staff met Eileen Sullivan, Director of Brookline/Newton Early Childhood Special Needs. Ms. Sullivan wanted information about the project and was very interested in getting some of the students in her programs involved.

WHERE:

The meeting was held in Ms. Sullivan's office at the Lincoln Elliot School in Newton.

WHEN:

10/9/90

OUTCOMES:

Project staff talked about current activities and the types of programming that was available. Ms. Sullivan felt that there were many students who could benefit from involvement. Ms. Sullivan oversees several programs and felt it would be helpful for the staff to meet with the Head Preschool teachers so that they could find out about the Project and decide which students should access services. A meeting with the teachers was arranged for October 19, 1990.

PROJECT STAFF INVOLVED:

Robin Friedlander, Debra Hart, Cheska Komissar

WHO:

Joan Fritschi, Coordinator of Physical Education in Newton

Barbara Morton, Director of Adaptive Physical Education in Newton

Phil Reddy felt that because physical education and recreation often go hand in hand, these people, in charge of the physical education of all the students in Newton, including those with disabilities, would be the best place to start to gather information about what was needed in the Newton public school system in terms of recreation.

WHERE:

Newton Public Schools Administration Building

WHEN:

10/12/90

OUTCOMES:

It was decided that there were no pressing needs for integration during physical education in Newton as they already had a program strong in integration. However, both Ms. Fritschi and Ms. Morton felt we should contact the coordinators of elementary and secondary special education as the students had many other recreation needs after school and in the classroom. Ms Fritschi and Ms. Morton also proved to be quite insightful about how best to address the problem of integration in physical education in other situations (e.g., Waltham).

COMMUNITY CONTACT MEETINGS 6

PROJECT STAFF INVOLVED:

Debra Hart, Cheska Komissar, Robin Friedlander

WHO:

Staff met with Dr. Anne Case, Assistant Superintendent for Student Services for the Wellesley Public Schools. Dr. Case was interested in information about the Project and how the students with Special Needs in Wellesley could benefit from these services.

WHERE:

The meeting was held in the office of Dr. Case at the Wellesley Middle School.

WHEN:

10/16/90

OUTCOMES:

Project staff talked about current activities and the types of programming that was available. Dr. Case talked about the type of recreational activities that currently exist in Wellesley. She said that parents on the Parent Advisory Committee (PAC) who have children with special needs in the Wellesley Schools have spoken to her about the difficulty they have encountered in getting their children involved in these activities. Dr. Case said that she would contact the PAC officers and inform them about the Project. She said she would encourage the officers to contact the project.

PROJECT STAFF INVOLVED:

Debra Hart, Cheska Komissar, Robin Friedlander

WHO:

Eileen Sullivan, Director of Brookline/Newton Early Childhood Special Needs, and Head Teachers Arlene Schwartz, Debra Wasilauski, Loretta Wieczner, Rita Lane, Sally Benbasset, Ginger Watkins and Diane Burris-Dunham. Staff were interested in finding out more about the Project and how their students could benefit form these services.

WHERE:

The meeting was held in Ms. Sullivan's office at the Lincoln Eliot School in Newton.

WHEN:

10/19/90

OUTCOMES:

Project staff talked about current activities and the types of programming that was available. The teachers seemed very interested and felt that their students could benefit greatly from available services. Teachers decided that they would put together a list of students who they think should be involved with the project and give it to Ms. Sullivan. Ms. Sullivan will then contact project staff with the information.

COMMUNITY CONTACT MEETINGS 7

PROJECT STAFF INVOLVED:
Cheska Komissar, Robin Friedlander

WHO:

Staff met with Karen Pierce, Director of Special Needs for the Newton Parks and Recreation Program. Ms. Pierce is in charge of developing and supervising recreation programs for children with special needs in Newton. Ms. Pierce felt that she knew of some students who could benefit from project services and wanted to discuss how both her program and the Project could work together.

WHERE:

The meeting was held in the office of Ms. Pierce at The Newton Parks and Recreation Program.

WHEN:
10/25/90

OUTCOMES:

Ms. Pierce told staff about a program that had been run several years ago by parents of students with special needs from one of the local schools. It was an after school program which involved the students going out into Newton and the surrounding areas to develop community awareness skills. The program was run by several parents with the help of volunteers from the local college. The group had to end because it was difficult to maintain consistent adult supervision. Ms. Pierce said that these students currently attend the Ward School in Newton and their parents are very interested in starting up another program. Ms. Pierce gave Project staff the name of the involved classroom teacher, Debbie Friedman, who, she said, could get the Project information to the involved parents.

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Rose Shapiro, Teacher, Pierce School

Ms. Shapiro was one of the teachers who heard a presentation of our project in a meeting of the elementary and secondary teachers in Newton. She has several students in her class who she felt had a tremendous need for organized recreation opportunities after school.

WHERE:
Pierce Elementary School, Newton

WHEN:
10/31/90

OUTCOMES:

One student was identified by Ms. Shapiro as the one with the least opportunity for recreation after school hours. It was decided that she would contact his family to determine if they were interested and get permission for the recreation project staff to contact them. After programs with this student are well under way, Ms. Shapiro will identify other students in her class who might benefit from integrated community recreation.

COMMUNITY CONTACT MEETINGS 8

PROJECT STAFF INVOLVED:
Robin Friedlander, Debra Hart, Cheska Komissar

WHO:
Maryianne Gaetani, Wellesley Collaborative Teacher and advisor for the Friendship Club

Toward the end of the 1989/90 school year, Ms. Gaetani, a physical education teacher from her school and several students advertised the beginning of a Friendship Club to be comprised of students who wanted to meet and become friendly with the students in the Collaborative classroom in that school. Instead of the expected dozen students, approximately 90 students expressed an interest. Ms. Gaetani became interested in our project because she thought we might work together in ways to utilize the eager Friendship Club members.

WHERE:
Norwood High School

WHEN:
10/17/90 - Planning meeting
11/6/90 - Friendship Club Meeting

OUTCOMES:
We first met with Ms Gaetani to discuss what her needs were in terms of her students and Friendship club members. We also set an agenda for the upcoming meeting of the club. During the Friendship Club meeting, we discussed disabilities and opportunities to volunteer to participate in a variety of activities with people who have disabilities. We also discussed commitment and presented a variety of sign-up sheets for people wanting to be involved. Over ten people signed up for a variety of activities in addition to several more who signed up to take Ms. Gaetani's students to non-academic classes with them (e.g., art, home economics, physical education). We will continue to contact the students who volunteered and get them involved in activities.

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Mozelle Berkowitz, Coordinator of Elementary Special Education for Newton
Valerie Ardi, Coordinator of Secondary Special Education for Newton
approximately 25 teachers of elementary and secondary special education

WHERE:
Franklin School in Newton

WHEN:
10/18/90

OUTCOMES:
Three teachers expressed an interest in getting members of their class involved with the recreation project. In addition, Dr. Ardi referred one parent who she believed would be interested. We contacted the teachers and began finding integrated recreation opportunities for students they identified as needing our services. In addition, we began working with

the student Dr. Ardi referred. The teachers were quite skeptical about the possibility for the success and continuation of our program, but we project that once they see the successes of the few children we have begun working with, more of them will come forward with their ideas and needs.

PROJECT STAFF INVOLVED:
Debra Hart, Cheska Komissar

WHO:
Pat Cannoni, Teacher, Plympton School

Ms. Cannoni was introduced to us by the Director of Special Education in Waltham. She teaches first grade and has a student with Downs Syndrome who she was interested in finding ways in which she could better help him to interact socially with his peers.

WHERE:
Plympton School, Waltham

WHEN:
11/1/90

OUTCOMES:
The staff of the recreation project would identify one game which the student would enjoy playing during free play in the classroom. We would also work toward finding ways in which he would have more encouragement in interacting with his peers at lunchtime and during recess.

PROJECT STAFF INVOLVED:
Debra Hart, Robin Friedlander

WHO:
Claire Nolan, Director of Physical Education for Waltham Public Schools and High School Physical Education Teachers Helen Castros, Robert Connors, Kathryn Couray, Janet Meliones, Leonard Sorin, and William Foley, Physical Education Teacher at the Waltham Vocational School.

WHERE:
The meeting was held at Waltham High School.

WHEN:
11/14/90

OUTCOMES:
Project staff talked current activities and the types of programming that was available. The teachers talked about some of the issues they see as problematic in the integration of students with special needs into their classes. These include large class sizes and not enough supervision, ineffective communication between the school personnel involved in the students programming, and the best ways to get some of the more disabled

students fully involved in the gym classes. Staff presented various ways that they could assist the teachers in the development of their programming and dealing with some of these issues. Staff strongly encouraged the teachers to get in contact with the project so that individual issues could be dealt with.

PROJECT STAFF INVOLVED:
Debra Hart, Robin Friedlander

WHO:
Claire Nolan, Director of Physical Education for Waltham Public Schools and Elementary and Middle School Physical Education Teachers Maryanne Lyons, George Campbell, Nina Skaveski, Daniel Keohane, Denise Nugent, Anne Marie Carr, Donna D'Allessandro and Kevin Brooks.

WHERE:
The meeting was held at Waltham High School.

WHEN:
12/5/90

OUTCOMES:
Project staff talked current activities and the types of programming that was available. The teachers talked about some of the issues they see as problematic in the integration of students with special needs into their classes. These include how best to support an aggressive student or a student with emotional problems without neglecting the rest of the class, and best practices for integrating students who are physically involved. Staff presented various ways that they could assist the teachers in the development of their programming and dealing with some of these issues. Staff strongly encouraged the teachers to get in contact with the project so that individual issues could be dealt with.

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Laura Dorsey, Director, YMCA Pooh's Camp
Paula Rogerson, Recreation Director for the Greater Waltham Association for Retarded Citizens

WHERE:
Waltham YMCA

WHEN:
12/5/90

OUTCOMES:
The Pooh's Camp is a camp for preschoolers and was involved last summer with campers from the GWARC camp. The director of the Pooh's Camp saw no problem with having children with disabilities in her vacation camps with reassurances that GWARC

and/or the staff of the recreation project would provide assistance in training staff, and finding and training volunteers to help integrate these children. A meeting to discuss plans for the summer camp will be set for sometime in March/April

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Rita Lane, Preschool Teacher

WHERE:
Charles Brown Junior High School (in the preschool classroom located there), Newton

WHEN:
12/6/90

OUTCOMES:
Rita Lane discussed the needs of one of the students in her classroom who was referred by Eileen Sullivan. After we research recreation opportunities for preschoolers in Newton, we will meet again to discuss these ideas and which might be most appropriate for the student in her class.

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Debby Wasilauski, Preschool Teacher

WHERE:
LaSalle College (in the preschool classroom located there), Newton

WHEN:
12/11/90

OUTCOMES:
Ms. Wasilauski discussed the needs of one of the students in her classroom who was referred by Eileen Sullivan. She was interested in the recreation project and has several other prospects for students who we might work with once the first student is well under way. After we research recreation opportunities for preschoolers in Newton, we will meet again to discuss these ideas and which might be most appropriate for the students in her class.

COMMUNITY CONTACT MEETINGS 12

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Stuart Jacobi, counselor, Newton Guidance Center

Mr. Jacobi is working with one of the students referred to us by a Newton teacher and was interested to hear about our plans.

WHERE:
Newton Guidance Center, Newton

WHEN:
1/8/91

OUTCOMES:
Mr. Jacobi expressed interest in our program on behalf of himself and several other counselors. He felt the work we were doing with his client would be successful in terms of the child's growth and quality of life. He would like to keep our project description in his file as he has other clients who may be appropriate for participation in our project.

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
Debbie Friedman, Special Education Teacher at the Ward Elementary School in Newton and 5 of her students parents who are interested in project information.

WHERE:
The meeting was held at the Ward School.

WHEN:
1/15/91

OUTCOMES:
Project staff talked about current activities and the types of programming that was available. The parents who were present felt that their children could benefit greatly from an after school integrated club that would help them learn appropriate social and recreational skills. They felt it should be based at the school so transportation would not become an issue. Ms. Friedman said that all activities that happen on school grounds had to be approved by the school principal. Ms. Friedman said she would arrange a meeting for the project staff to explain the Project to the principal.

COMMUNITY CONTACT MEETINGS 13

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
Dr. Ann Case and 17 members of the Parent Advisory Committee (PAC) in Wellesley.

WHERE:
The meeting was held at the Wellesley Middle School in Wellesley.

WHEN:
1/16/91

OUTCOMES:
Project staff talked current activities and the types of programming that was available. The PAC talked about a variety of issues in terms of accessing recreational services in Wellesley. They also talked about the limited variety of recreational activities that were currently available. Some of the members said they had been contacted by Jack Hutchinson and Jan Cassetta from the Parks and Recreation Department in Wellesley. They were interested in developing programming for students with special needs in Wellesley. The parents felt that Mr. Hutchinson and Ms. Cassetta would be very interested in working with the Project to develop integrated activities. The Project staff will contact Mr. Hutchinson and Ms. Cassetta.

COMMUNITY CONTACT MEETINGS

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Russell Hoyt, Coordinator, Koala Project, Greater Boston Association for Retarded Citizens (GBARC)
Cindy Politch, Family Support Coordinator, GBARC

WHERE:
Greater Boston Association for Retarded Citizens

WHEN:
3/8/91

OUTCOMES:

The goals of Project REC and the Koala Project were discussed. The Koala Project staff discussed their model (encouraging recreational and day care facilities to accept children with disabilities, providing staff training on how to work with children with disabilities, then informing parents of children with disabilities about the facilities) and frustrations with it, and asked advice on what might be a more effective model. The various activities of Project REC were shared. As the two projects serve different communities, an agreement was made to accept referrals from one another. Project REC is presently working with three children referred by the Koala Project.

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Pamela Varrin, Chairperson, Lexington Recreation Advisory Committee
Cari Luterman, Lexington Recreation Advisory Committee
Paul McManus, Adaptive Physical Education Teacher, Lexington

WHERE:
Lexington Recreation Advisory Committee Meeting, home of Cari Luterman

WHEN:
4/25/91

OUTCOMES:

The goals of Project REC and the Lexington Recreation Advisory Committee were discussed. The primary objective discussed was helping children with disabilities get into summer camps which had previously not been open to children with noticeable disabilities. Project REC offered to assist with any discussions/trainings regarding the integration of Lexington summer camps. It was decided that the committee would arrange a meeting with the directors of the camps at which time Project REC would introduce methods of integration to them.

COMMUNITY CONTACT MEETINGS

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Bob Kurtain, Natick High School Teacher, History/Psychology
20 Natick High School students

WHERE:
Natick High School

WHEN:
5/17/91

OUTCOMES:
Mr. Kurtain teaches a course at Natick High School where high school students are required to work one time a week in a human service capacity. He felt that some of his students might be interested in working with Project REC over the summer. Project REC was introduced to the students and 10 students volunteered. These students have the opportunity to participate in recreational activities with a Wellesley Collaborative classroom during the summer. In addition, Mr. Kurtain would like to include participating with children and young adults in recreation as an opportunity for placement for the students in his class during the school year.

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Jeff Drake, Westwood Youth Commission
25 Westwood High School students

WHERE:
Westwood Town Hall, Westwood High School

WHEN:
5/22/91

OUTCOMES:
Project REC staff met first with Jeff Drake at which time ways in which Project REC could assist the Youth Commission in setting up a program between non-disabled high school students and their peers with disabilities were discussed. Since it was so close to the end of the school year, it was decided that it would be best to begin a program in September. However, in order to discover if high school students were interested in such a program, Project REC staff met with a group of high school students active in the Youth Commission. Almost all of the 25 students expressed an interest in either getting to know their peers with disabilities, or acting as a big brother/sister to younger children with disabilities. Project REC will be in contact with the Youth Commission in the end of the summer about organizing meetings between all the students who wish to be involved.

COMMUNITY CONTACT MEETINGS

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Mary Donley, PULSE student advisor, Boston College
Caroline Crowley, PULSE student advisor, Boston College

WHERE:
Children's Hospital

WHEN:
5/24/91

OUTCOMES:

PULSE is a program at Boston College which combines coursework with volunteering in human service. They also maintain a file of volunteer opportunities for students at the college. Project REC was introduced to two of the student advisors for this group as well as different opportunities for including college students together with their peers with disabilities in recreation. A new volunteer office is being created at Boston College through PULSE and both student advisors felt the new office would be interested in learning how they could participate in recreation together with people with disabilities. PULSE will send information about this new office as soon as it is available.

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Kevin DeJesus, Community Project Coordinator, The Opportunity Center, Inc., New Bedford
Gerald Rooney, Director, The Opportunity Center, Inc.

WHERE:
The Opportunity Center, Inc., New Bedford

WHEN:
5/30/91

OUTCOMES:

Kevin DeJesus heard about Project REC through the Institute Brief and was interested in ways in which the Opportunity Center could help people with disabilities participate in community recreation programs. Project REC and its activities were discussed. Both Mr. DeJesus and Mr. Rooney felt that their center needed to include recreation as part of their services. If they need further assistance in helping to open community programs to people with disabilities, they will contact Project REC.

COMMUNITY CONTACT MEETINGS

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Federation for Children with Special Needs, Conference on Community Integration

WHERE:
Newton High School

WHEN:
6/15/91

OUTCOMES:

Approximately 100 parents teachers and rehabilitation professionals attended this conference and took printed information regarding integrated community recreation from Project REC's display table. Several people stated that they would like to begin integrated recreation and would contact Project REC if they needed help.

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Ann Marie Sargent, Director, Leominster Playground Program

WHERE:
Waltham YMCA

WHEN:
7/3/91

OUTCOMES:

Ann Marie Sargent contacted Paula Rogerson from GWARC after reading about the Waltham camps in the Institute Brief. A meeting was then set up for her to tour the camps together with Paula and Project REC staff. Ms. Sargent was very excited about taking many of the ideas from the YMCA camp back to Leominster to institute into her summer playground program where she serves approximately 600 children including at least 50 with disabilities. She also arranged for Ms. Rogerson and the Project REC staff to give a presentation to her staff on how they could best include the children with disabilities in the regular program.

Appendix C

Inservice Presentations: Workshops, Technical Assistance, Conference and Class Presentations

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:
Disability Awareness

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Boy Scout troop in Newton. Ten boys and two adults attended this presentation/discussion.

WHERE:
Saint Bernard's Church in Newton

WHEN:
January 4, 1990

HOW WAS CONTACT MADE:
This is the troop which was identified as the troop one of the students we work with would be able to join. The leader and recreation project staff decided it would be helpful to teach the boys about disability in general before the new member with Down Syndrome joined.

OUTCOMES:
The boys were quite interested in learning about how to "treat" a person with a disability and thought it was very unusual that an adult was telling them to treat a person with a disability the same as any other person ("But my mom says we need to be extra careful with them," "But Mr. Jones said that I had to speak very slowly to people who aren't smart," etc.). Many of them had misconceptions about various disabilities (for the most part from television and the movies) and were eager to learn about the facts both from their peers and the recreation project staff. After their questions were answered, we spoke about the youth who was going to join their troop, and they seemed eager to meet him and were discussing different ways they might include him in things that might prove to be difficult for him (e.g., basketball).

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:

Americans with Disabilities and Its Effect on Community Recreation

PROJECT STAFF INVOLVED:

Cheska Komissar

WHO:

Workshop for Massachusetts State Park Personnel. Approximately 20 people attended, representing 11 different parks and agencies.

WHERE:

Lawrence Heritage State Park, Lawrence, MA

WHEN:

11/13/90

HOW WAS CONTACT MADE:

Howard Cohen of the Statewide Recreation Network at Boston University requested that Cheska Komissar be one of two presenters at this workshop. The first presenter, from the Department of Mental Retardation, would talk about the new law and its regulations, while Ms. Komissar would be expected to specify the law's implications for community recreation and people with disabilities as well as answer questions and concerns of the park personnel. Ms. Komissar also discussed the access survey which the recreation project is developing, and handed out a draft of it to the workshop participants.

OUTCOMES:

Several of the people at the workshop expressed an interest in receiving the final copy of the access survey when it is completed and their names and addresses are now in our file. In addition, three people expressed their thanks for the discussion about methods of including people with disabilities in their programs, and one of these people said that he would try to offer more integrated programming as a result of the presentation.

INSERVICES/CONFERENCES/PRESENTATIONS

WHAT:

The topic of the presentation was Disabilities Awareness.

PROJECT STAFF INVOLVED:

Robin Friedlander

WHO:

The presentation was done for six Cub Scouts ages 9-10. There were also two adult leaders present.

WHERE:

Related to an activity in Wellesley/Collaborative

WHEN:

The presentation was done on November 6, 1990.

HOW WAS CONTACT MADE:

Project staff contacted the Scout leader about doing the presentation. Staff was hoping to integrate a boy with special needs into the troop. It was felt that the transition would happen more effectively if the boys received information about individuals with disabilities and answer any questions that they may have.

OUTCOMES:

The boys seemed very interested in the presentation and were very willing for this boy to join their troop. They seemed to have a very good understanding of individuals with disabilities and didn't appear to have any preconceived ideas. Afterwards the two leaders present expressed their surprise at the knowledge of the boys who participated in the presentation and felt very positive about the new boy joining the troop.

INSERVICES/CONFERENCES/PRESENTATIONS

WHAT:
The presentation was done on Disabilities Awareness

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
The presentation was given to 50 Cub Scouts ages 6-11 and 50 adults and Cub Scout Leaders.

WHERE:
Related to an activity in Wellesley/Collaborative.

WHEN:
The presentation was held on January 17,1991

HOW WAS CONTACT MADE:
Staff met with Cub Scouts leaders while developing an integrated activity for an involved student. After talking with them about the Project and the student , the leader requested that the staff do a presentation during one of their monthly meetings.

OUTCOMES:
Staff spoke for a half an hour to the boys. Staff got some of the boys involved in the presentation, but this was very difficult considering the size of the group. The leaders felt that the boys had really gained alot from the presentation. Staff tried to get the adults present more involved, but this was impossible due to how everyone was seated. Staff gave everyone present a copy of a handout called "Words with Respect".

Erik is on the International Special Olympics Swim Team and his parents fear that there may be some conflict between swimming practice and the Boy Scout meetings. It has been made clear to them and Erik that the Boy Scouts expects a commitment if Erik does decide to join.

INSERVICES/CONFERENCES/PRESENTATIONS

WHAT:

Enhancing Self Esteem Through Recreation

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar, Debra Hart

WHO:

Project staff presented to 15 parents who have children with varied abilities from Wellesley.

WHERE:

Wellesley Middle School

WHEN:

5/9/91

HOW CONTACT WAS MADE:

Officers from the Wellesley Parents Advisory Council contacted the Project to participate as part of a seminar series on "Ways of enhancing self esteem in children with special needs".

OUTCOMES:

Staff talked about how recreation can have a positive impact on a child's self esteem. Staff gave tips on how to help facilitate a smooth transition into an integrated environment and showed slides taken from project activities to emphasize the points made. Parents indicated interest and had numerous questions regarding their children immediately following the presentation.

WHAT:

Leisure and Recreation: Who Decides?

PROJECT STAFF INVOLVED:

Debra Hart, Cheska Komissar, Robin Friedlander

WHO:

Staff presented to 15 Human Services providers, policy makers and representatives from state agencies.

WHERE:

Brandeis University

WHEN:

6/13/91

HOW CONTACT WAS MADE:

Project staff were contacted by a representative from the Starr Center For Mental Retardation at Brandies University who co-sponsored the conference with the Jewish Community Relations Council of Greater Boston and Jewish Family and Children's Services.

OUTCOMES:

Staff presented a workshop as part of a day long conference entitled,"Serving Adults with Developmental Disabilities: From Practice to Policy." Staff talked about how current policy changes have effected recreation services for individuals with varied abilities. Workshop participants seemed interested and were responsive to the presentation as indicated in the conference evaluation.

INSERVICES/CONFERENCES/PRESENTATIONS

WHAT:
Integrating summer camp programs
PROJECT STAFF INVOLVED:
Cheska Komissar, Robin Friedlander
WHO:
The presentation was for administrators and staff from Lexington Parks and Recreation, Lexington Camp for All, Hayden Recreation Center, and interested parents.
WHERE:
Lexington Town Hall
WHEN:
6/19/91
HOW CONTACT WAS MADE:
Staff were contacted by a representative from the Lexington Parents Advisory Council.who heard about Project activities through providers with whom the Project staff are involved.
OUTCOMES:
Staff discussed ways of further developing and improving an integrated camp that exists in Lexington. Staff also discussed strategies for other facilities in Lexington to develop integrated programming. Participants seemed very interested in the presentation. There has been no follow up since the presentation.

WHAT:
Developing an integrated swim program
PROJECT STAFF INVOLVED:
Cheska Komissar, Robin Friedlander
WHO:
40 members of the Lexington Aquatics program.
WHERE:
Lexington Town Hall
WHEN:
6/20/91
HOW CONTACT WAS MADE:
Staff were contacted by a representative from the Lexington Parents Advisory Council who heard about Project activities through providers with whom the Project staff are involved.
OUTCOMES:
Staff talked about strategies for including individuals with varied abilities into swim lessons and free swim and showed slides to emphasize the general points. Pool staff asked a variety of questions and seemed willing to incorporate the strategies into their current programming. Staff received a letter from the involved administrators who said that the techniques suggested have been very effective in the development of integrated programming.

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:
Community Recreation Opportunities from Childhood through Adulthood

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Presentation for parents together with Paula Rogerson at the Greater Waltham Association for Retarded Citizens. Approximately 10 parents were present.

WHERE:
Greater Waltham Association for Retarded Citizens, Waltham, MA

WHEN:
2/26/91

HOW WAS CONTACT MADE:
Paula Rogerson, the recreation director at GWARC, asked for the assistance of Project REC in making a presentation for parents whose children were not currently involved in community activities.

OUTCOMES:
Several of the parents at the workshop expressed an interest in having their children participate in community activities with the support which Ms. Rogerson offered.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Workshop for The Education Collaborative (TEC). Approximately 20 TEC teachers and 2 supervisors attended.

WHERE:
Dover Elementary School, Dover, MA

WHEN:
3/6/91

HOW WAS CONTACT MADE:
Ed Carter, Administrator for Special Services for the Wellesley Collaborative, requested that Project REC present to his teachers about the project and discuss how teachers could become catalysts for community recreation involvement for their students.

OUTCOMES:
Immediately following the presentation, a discussion ensued, with the teachers and Project REC brainstorming new ways in which they could help their students become involved in recreation. The teachers felt that the most helpful information was about who they could call in any community to begin the process of getting their students involved in integrated recreation. This basic

the process of getting their students involved in integrated recreation. This basic information was given to the teachers and several of them were planning to initiate new ways in which to get their students involved with students without disabilities both in school and in their communities. In addition, several of their requests for information about recreation were noted and answers were included in an article entitled "Where to Begin" published in the Institute Brief.

TOPIC OF PRESENTATION:
Community Based Therapeutic Recreation

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Conference for the New England branch of the National Recreation and Park Association.

WHERE:
Marriot Hotel, Sturbridge, MA

WHEN:
4/15/91

HOW WAS CONTACT MADE:
Cheska Komissar was identified to Dr. William Servedio as a recent graduate in Therapeutic Recreation by Dr. Gerald Fain at Boston University. Dr. Servedio then contact Ms. Komissar and requested that she be one on a panel of six recent graduates who would discuss different opportunities in the field of recreation.

OUTCOMES:
Several of the people at the workshop requested information about Project REC and how they could learn more about integrated community recreation.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Presentation for the Developmental and Evaluation Center at Children's Hospital, a University Affiliated Program. Approximately 10 members of the DEC attended this presentation.

WHERE:
Children's Hospital, Boston , MA

WHEN:
6/26/91

HOW WAS CONTACT MADE:
Margaret VanGelder from the Training and Research Institute recommended Project REC to the DEC for presentation at their weekly seminar series. The doctors who attend these meetings are often

very clinically oriented and it was felt that this would be a good opportunity for them to learn more about the "whole patient."

OUTCOMES:

The doctors who attended this presentation were able to gain a greater understanding of what goes on outside of the hospital for the children they treat as patients in the hospital. I

TOPIC OF PRESENTATION:

Integrating Summer Camps

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

Presentation together with Paula Rogerson from GWARC for the approximately 30 members of the staff for the Leominster summer playground program. The playground program had previously included two groups, one for children with disabilities and one for those without. Because of budget cuts, both programs were going to be cut in numbers. However, after reading about Waltham's integrated camps, the program director felt certain that she could combine the programs and save money, rather than cut both programs back.

WHERE:

City Park, Leominster, MA

WHEN:

7/10/91

HOW WAS CONTACT MADE:

The program director heard about the work of GWARC and Project REC through the Institute Brief. She was interested in getting more information about integrating summer camps. A meeting was arranged for her to tour the YMCA camp and talk with staff from GWARC and Project REC on 7/3/91. Although she was familiar with working with children with special needs, her experience with integrated settings was minimal. She therefore requested assistance in training her staff on methods of integration at summer camp.

OUTCOMES:

Many of the fears of the director's staff were alleviated. Since the playground program had been in session for one week at the time of the presentation, many of the staff were able to ask specific questions and learned how to include children with disabilities in different situations. The director has decided to run her playground program more like a typical daycamp where she will have structured programs during part of the day, and free choices for the children part of the day. She feels this will provide a better experience for all the children involved. The director informed us that immediately following the presentation, several staff members told her that they felt better about including all of the children in the same playground program.

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:
Community Recreation Opportunities from Childhood through Adulthood

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Presentation for parents together with Paula Rogerson at the Greater Waltham Association for Retarded Citizens. Approximately 10 parents were present.

WHERE:
Greater Waltham Association for Retarded Citizens, Waltham, MA

WHEN:
2/26/91

HOW WAS CONTACT MADE:
Paula Rogerson, the recreation director at GWARC, asked for the assistance of Project REC in making a presentation for parents whose children were not currently involved in community activities.

OUTCOMES:
Several of the parents at the workshop expressed an interest in having their children participate in community activities with the support which Ms. Rogerson offered.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Workshop for The Education Collaborative (TEC). Approximately 20 TEC teachers and 2 supervisors attended.

WHERE:
Dover Elementary School, Dover, MA

WHEN:
3/6/91

HOW WAS CONTACT MADE:
Ed Carter, Administrator for Special Services for the Wellesley Collaborative, requested that Project REC present to his teachers about the project and discuss how teachers could become catalysts for community recreation involvement for their students.

OUTCOMES:
Immediately following the presentation, a discussion ensued, with the teachers and Project REC brainstorming new ways in which they could help their students become involved in recreation. The teachers felt that the most helpful information was about who they could call in any community to begin the process of getting their students involved in integrated recreation. This basic information was given to the teachers and several of them were planning to initiate new ways

in which to get their students involved with students without disabilities both in school and in their communities. In addition, several of their requests for information about recreation were noted and answers were included in an article entitled "Where to Begin" published in the Institute Brief.

TOPIC OF PRESENTATION:
Community Based Therapeutic Recreation

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Conference for the New England branch of the National Recreation and Park Association.

WHERE:
Marriot Hotel, Sturbridge, MA

WHEN:
4/15/91

HOW WAS CONTACT MADE:
Cheska Komissar was identified to Dr. William Servedio as a recent graduate in Therapeutic Recreation by Dr. Gerald Fain at Boston University. Dr. Servedio then contact Ms. Komissar and requested that she be one on a panel of six recent graduates who would discuss different opportunities in the field of recreation.

OUTCOMES:
Several of the people at the workshop requested information about Project REC and how they could learn more about integrated community recreation.

TOPIC OF PRESENTATION:
Enhancing Self Esteem Through Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar, Debra Hart

WHO:
Project staff presented to 15 parents who have children with varied abilities from Wellesley.

WHERE:
Wellesley Middle School

WHEN:
5/9/91

HOW WAS CONTACT MADE:
Officers from the Wellesley Parents Advisory Council contacted the Project ot participate as part of a seminar series on "Ways of enhancing self esteem in children with special needs."

OUTCOMES:

Staff talked about how recreation can have a positive impact on a child's self esteem. Staff gave tips on how to help facilitate a smooth transition into an integrated environment and showed slides taken from project activities to emphasize the points made. Parents indicated interest and had numerous questions regarding their children immediately following the presentation.

TOPIC OF PRESENTATION:

Leisure and Recreation: Who Decides?

PROJECT STAFF INVOLVED:

Debra Hart, Cheska Komissar, Robin Friedlander

WHO:

Staff presented to 15 Human Services providers, policy makers and representatives from state agencies.

WHERE:

Brandeis University

WHEN:

6/13/91

HOW CONTACT WAS MADE:

Project staff were contacted by a representative from the Starr Center For Mental Retardation at Brandies University who co-sponsored the conference with the Jewish Community Relations Council of Greater Boston and Jewish Family and Children's Services.

OUTCOMES:

Project staff presented a workshop as part of a day long conference entitled,"Serving Adults with Developmental Disabilities: From Practice to Policy." Project staff reviewed current policy changes have effected recreation services for individuals with varied abilities. Workshop participants seemed interested and were responsive to the presentation as indicated in the conference evaluation.

TOPIC OF PRESENTATION:

Integrating summer camp programs

PROJECT STAFF INVOLVED:

Cheska Komissar, Robin Friedlander

WHO:

The presentation was for administrators and staff from Lexington Parks and Recreation, Lexington Camp for All, Hayden Recreation Center, and interested parents.

WHERE:

Lexington Town Hall

WHEN:

6/19/91

HOW CONTACT WAS MADE:

Project staff were contacted by a representative from the Lexington Parents Advisory Council who heard about Project activities through providers with whom the Project staff are involved.

OUTCOMES:

Project staff presented strategies for improving a currently existing integrated camp. Project staff also discussed strategies for other facilities in Lexington to develop integrated programming. Participants seemed very interested in the presentation. There has been no follow up since the presentation.

TOPIC OF PRESENTATION:

Developing an integrated swim program

PROJECT STAFF INVOLVED:

Cheska Komissar, Robin Friedlander

WHO:

40 members of the Lexington Aquatics program.

WHERE:

Lexington Town Hall

WHEN:

6/20/91

HOW CONTACT WAS MADE:

Project staff were contacted by a representative from the Lexington Parents Advisory Council who heard about Project activities through providers with whom the Project staff are involved.

OUTCOMES:

Project staff presented slides showing strategies for including individuals with varied abilities into swim lessons and free swim. Pool staff asked a variety of questions and were interested in incorporating the strategies into their current programming. Following this presentation Project staff received a letter from the administrators indicating that the techniques identified proved to be very effective in the development of integrated programming.

TOPIC OF PRESENTATION:

Integrated Community Recreation

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

Presentation for the Developmental and Evaluation Center at Children's Hospital, a University Affiliated Program. Approximately 10 members of the DEC attended this presentation.

WHERE:

Children's Hospital, Boston , MA

INSERVICES/CONFERENCES/PRESENTATIONS

WHEN:

6/26/91

HOW WAS CONTACT MADE:

Margaret VanGelder from the Training and Research Institute recommended Project REC to the DEC for presentation at their weekly seminar series. The doctors who attend these meetings are often very clinically oriented and it was felt that this would be a good opportunity for them to learn more about the "whole patient."

OUTCOMES:

The doctors who attended this presentation were able to gain a greater understanding of what goes on outside of the hospital for the children they treat as patients in the hospital. I

TOPIC OF PRESENTATION:

Integrating Summer Camps

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

Presentation together with Paula Rogerson from GWARC for the approximately 30 members of the staff for the Leominster summer playground program. The playground program had previously included two groups, one for children with disabilities and one for those without. Because of budget cuts, both programs were going to be cut in numbers. However, after reading about Waltham's integrated camps, the program director felt certain that she could combine the programs and save money, rather than cut both programs back.

WHERE:

City Park, Leominster, MA

WHEN:

7/10/91

HOW WAS CONTACT MADE:

The program director heard about the work of GWARC and Project REC through the Institute Brief. She was interested in getting more information about integrating summer camps. A meeting was arranged for her to tour the YMCA camp and talk with staff from GWARC and Project REC on 7/3/91. Although she was familiar with working with children with special needs, her experience with integrated settings was minimal. She therefore requested assistance in training her staff on methods of integration at summer camp.

OUTCOMES:

Many of the fears of the director's staff were alleviated. Since the playground program had been in session for one week at the time of the presentation, many of the staff were able to ask specific questions and learned how to include children with disabilities in different situations. The director has decided to run her playground program more like a typical daycamp where she will have structured programs during part of the day, and free choices for the children part of the day. She feels this will provide a better experience for all the children involved. The director informed us that immediately following the presentation, several staff members told her that they felt better about including all of the children in the same playground program.

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:

Integrated Community Recreation: The Project REC Model

PROJECT STAFF INVOLVED:

Cheska Komissar

WHO:

Presentation for 18 graduate students studying Therapeutic Recreation and Special Education.

WHERE:

Boston University, Boston, MA

WHEN:

9/19/91

HOW WAS CONTACT MADE:

Howard Cohen, the coordinator of Therapeutic Recreation invited Project REC as a guest lecture for his class *Recreation and Special Populations*.

OUTCOMES:

The students were introduced to an alternative to clinical Therapeutic Recreation and presented with ideas on how they could promote integrated community recreation as professionals.

TOPIC OF PRESENTATION:

Developing Integrated Recreation Options

PROJECT STAFF INVOLVED:

Debra Hart, Cheska Komissar, Robin Friedlander

WHO:

Project staff presented to two groups of consumers ages 15-22 who attended the National Downs Syndrome Congress' annual meeting in Boston.

WHERE:

Park Plaza Hotel, Boston, Massachusetts

WHEN:

9/21/[illegible]1

HOW CONTACT WAS MADE:

Representatives from the National Downs Syndrome Congress contacted Project staff and asked them to present.

OUTCOMES:

A total of 70 individuals with disabilities attended the presentations. Project staff distributed information and encouraged participants to contact the Project if further information was needed. Organizers informed staff that the presentations were very well received.

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:
Project REC: Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Presentation for the Therapeutic Recreation Branch of the Massachusetts Recreation and Park Association (MRPA) at one of four annual Small Town Conferences. Thirteen therapeutic recreation professionals attended this session.

WHERE:
Fernald State School, Waltham, MA

WHEN:
10/9/91

HOW WAS CONTACT MADE:
A request for presentations was made in the MRPA newsletter. Project REC staff wrote a proposal for a presentation at the Small Town Conference and was selected to present by the conference committee.

OUTCOMES:
Therapeutic recreation professionals who attended this session learned new ways in which they could assist consumers into integrated community recreation.

TOPIC OF PRESENTATION:
Project REC

PROJECT STAFF INVOLVED:
Cheska Komissar, Robin Friedlander

WHO:
Newton Kiwanis Club

WHERE:
Brayburn Country Club, Newton, Massachusetts

WHEN:
11/13/91

HOW CONTACT WAS MADE:
Project staff contacted Kiwanis Club Members.

OUTCOMES:
Project staff is establishing networks within the communities that the Project serves to continue Project activities once the project has ended. Staff felt that the Kiwanis Club was a good community resource to involve in this network.

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:
Project REC

PROJECT STAFF INVOLVED:
Cheska Komissar, Robin Friedlander

WHO:
20 staff members from the Training and Research Institute for Individuals with Disabilities.

WHERE:
Children's Hospital, Boston, Massachusetts

WHEN:
11/14/91

HOW CONTACT WAS MADE:
Institute staff requested that Project staff present on Project activities.

OUTCOMES:
The Training and Research Institute is involved in a variety of different types of activities. Institute administrators felt that it was important for the Institute staff to be familiar with Project Rec activities and utilize the expertise of the Project Rec staff for the consumers they serve.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Presentation for 110 college students who participate in a Saturday morning workshop, *Children's Physical Developmental Clinic*.. Every Saturday the students attend a presentation relating to children with disabilities. After the presentation they utilize the college's gym facilities to provide a recreation program for approximately 70 children with disabilities.

WHERE:
Bridgewater State College, Bridgewater, MA

WHEN:
11/16/91

HOW WAS CONTACT MADE:
Caroline McKearny, the Adaptive Physical Education teacher for the Wellesley Collaborative, is the Assistant Director for the Bridgewater program and contacted Project REC about presenting.

OUTCOMES:
Through a discussion of Project REC, emphasizing integration, students were introduced to an alternative to separate programs for children with disabilities.

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:
Let's Play: The Inclusion of All People in Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Debra Hart, Sherril Moon

WHO:
Presentation for the national conference of The Association for Persons with Severe Handicaps (TASH). One hundred professionals, including educators on all levels, researchers, and parents attended this session.

WHERE:
Washington, D.C.

WHEN:
11/21/91

HOW WAS CONTACT MADE:
A request for presentations was made in the TASH newsletter. Project REC staff wrote a proposal for presentation which was accepted.

OUTCOMES:
The professionals who attended this session were introduced to a wide variety of community recreation possibilities. Popular activities in which children without disabilities participate were discussed in order to assist TASH members in selecting activities for their consumers.

TOPIC OF PRESENTATION:
Let's Play: Community Recreation is for Everyone

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Presentation made to twenty graduate and undergraduate students studying special education at Boston University.

WHERE:
Boston University, Boston, MA

WHEN:
12/2/91

HOW WAS CONTACT MADE:
Donna Lehr, a professor at Boston University, contacted Project REC and requested that they guest lecture for one of her classes.

OUTCOMES:
The students were introduced to a variety of ways in which they could promote integrated recreation for their students once they become teachers.

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:
Developing Integrated Recreation Programs

PROJECT STAFF INVOLVED:
Cheska Komissar, Robin Friedlander

WHO:
Parent Advisory Council (PAC) of Lynn

WHERE:
Lynn, Massachusetts

WHEN:
1/6/92

HOW CONTACT WAS MADE:
Council members contacted Project staff and requested a presentation.

OUTCOMES:
Outcomes are yet to be determined.

TOPIC OF PRESENTATION:
Having Fun: Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Project School Care and Project REC are collaborating in the organization of this one day conference for approximately 120 parents and professionals.

WHERE:
To be determined

WHEN:
4/92

HOW WAS CONTACT MADE:
Project School Care has provided several conferences in the past. The feedback from participants has indicated a need for more conferences relating to recreation and people with disabilities. Project School Care contacted Project REC and asked for their assistance in organizing this conference

OUTCOMES:
Outcomes to be determined

INSERVICES/CONFERENCES/PRESENTATIONS

TOPIC OF PRESENTATION:
Community Recreation for All

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Presentation for the Northeast Regional National Recreation and Park Association (NRPA) conference. Twenty to fifty people attend each session.

WHERE:
Providence, RI

WHEN:
4/92

HOW WAS CONTACT MADE:
A request for presentations was made in the NRPA magazine. Project REC staff wrote a proposal for presentation which is presently under consideration.

OUTCOMES:
To be determined

TOPIC OF PRESENTATION:
Integrated Community Recreation: What a Teacher Can Do

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
17 teachers and administrators from the Case Collaborative

WHERE:
Clinton, MA

WHEN
January 15, 1992

HOW CONTACT WAS MADE:
The director of Case Collaborative met with other collaborative directors, including the director of TEC, one of the project's sites. Information was exchanged and the director of Case decided to try to get some recreation started in his communities.

OUTCOMES:
CASE director said he would pass the information shared onto his staff and encourage them to make community contacts to facilitate students involvement in recreation.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Somerville PAC, recreation providers

WHERE:
Somerville, MA

WHEN
February 27, 1992

HOW CONTACT WAS MADE:
Members of the PAC contacted Project staff because they had concerns about whether the Somerville Recreation Department had the interest and the knowledge of how to include kids with disabilities into recreation programming.

OUTCOMES:

The director of the Recreation Department, who was present at the presentation, discussed with the parents ways of including all children in programming. He seemed interested, and Project staff discussed ways of reallocating available resources to best serve the needs of all the children involved. Follow-up phone contact was made by the director to Project staff.

TOPIC OF PRESENTATION:

Integrated Community Recreation

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

TASH New England (parents, teachers, consumers)

WHERE:

Worchester, MA

WHEN

March 6, 1992

HOW CONTACT WAS MADE:

Project staff applied to present at the conference.

OUTCOMES:

Several parents and professionals approached Project staff after the presentation to get follow-up information and community contacts for recreation programming and equipment.

TOPIC OF PRESENTATION:

Integrated Community Recreation

PROJECT STAFF INVOLVED:

Robin Friedlander, Deb Hart, Cheska Komissar

WHO:

National Recreation and Park Association Regional Conference

WHERE:

Newport, RI

WHEN

April 7, 1992

HOW CONTACT WAS MADE:
Project staff applied to present at the conference.

OUTCOMES:
Several of the recreation providers at the conference made follow-up phone contact with Project staff requesting assistance in the development of programming.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Debra Hart, Cheska Komissar

WHO:
Institute Seminar Series, parents, human service professionals

WHERE:
Boston, MA

WHEN
April 10, 1992

HOW CONTACT WAS MADE:
Margaret Van Gelder, Seminar Series Coordinator, requested that Project staff do a presentation on developing integrated recreation opportunities for children and adults with varied abilities.

OUTCOMES:
Several seminar participants requested follow-up information regarding adapting and modifying recreation activities.

TOPIC OF PRESENTATION:
Integrated Community Recreation: A Panel

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
Threshold, a college program for students with disabilities

WHERE:
Newton, MA

WHEN

May 30, 1992

HOW CONTACT WAS MADE:

Program directors contacted Project staff and requested that staff participate as part of a panel discussion on recreation alternatives.

OUTCOMES:

Several parents who attended the presentation requested follow-up information from Project staff.

TOPIC OF PRESENTATION:

Integrated Community Recreation

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

40 ARC Human service providers

WHERE:

Ashland, MA

WHEN

April 16, 1992

HOW CONTACT WAS MADE:

Program directors requested that Project staff present to program personnel who provide support to individuals in both employment and residential settings.

OUTCOMES:

Program personnel seemed very interested in the material presented.

TOPIC OF PRESENTATION:

Integrated Community Recreation

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

The Federation for Children with Special Needs, parents, human service professionals

WHERE:

Boston, MA

WHEN

June 20, 1992

HOW CONTACT WAS MADE:

The Federation requested that Project staff present at their yearly conference for parents and human service providers.

OUTCOMES:

There was a great deal of follow-up information requested by those who attended the presentation.

TOPIC OF PRESENTATION:

Inclusion in Summer Camps

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

Leominster Summer Playground Program

WHERE:

Leominster, MA

WHEN

June 23, 1992

HOW CONTACT WAS MADE:

Directors of the Parks and Recreation Department contacted Project staff to present to their summer playground personnel.

OUTCOMES:

Participants seemed interested in the information presented and Project staff made themselves available for follow-up if needed.

TOPIC OF PRESENTATION:

Integrating Summer Day Camps

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

Newton Parks and Recreation Department

WHERE:
Newton, MA

WHEN
June 24, 1992

HOW CONTACT WAS MADE:
Camp directors requested that Project staff present at the training's that they organize for their camp personnel.

OUTCOMES:
Participants asked alot of questions in regards to integrating specific children into camp programs and seemed very interested in the material presented.

TOPIC OF PRESENTATION:
Technology and Integrated Community Recreation

PROJECT STAFF INVOLVED:
Debra Hart, Cheska Komissar

WHO:
Technology and Disability Conference

WHERE:
Boston, MA

WHEN
October 14, 1992

HOW CONTACT WAS MADE:
Conference organizers requested that Project staff present at the conference.

OUTCOMES:
A great deal of follow-up information was requested by presentation participants.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:

The Para Educational Center, parents, consumers and educators.

WHERE:
New York University, NY

WHEN
October 23, 1992

HOW CONTACT WAS MADE:
Directors of the Center contacted Project staff and requested a presentation.

OUTCOMES:
Presentation participants seemed very interested the information shared by Project staff.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
The New England Sports and Recreation Conference

WHERE:
Medford, MA

WHEN
November, 1992

HOW CONTACT WAS MADE:
Conference organizers requested that Project staff present.

OUTCOMES:
There was a great deal of follow-up information requested by presentation participants.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:

Department of Mental Retardation, human service professionals, parents, teachers, recreation professionals.

WHERE:

Hyannis, MA

WHEN

December 1, 1992

HOW CONTACT WAS MADE:

Program personnel for the Department of Mental Retardation requested that Project staff present for parents and providers on Cape Cod.

OUTCOMES:

Representatives from Martha's Vinyard and Nantucket who were present requested that Project staff present for parent and providers on the two islands.

TOPIC OF PRESENTATION:

Integrated Community Recreation

PROJECT STAFF INVOLVED:

Robin Friedlander

WHO:

15 graduate level students

WHERE:

UMass Boston, Boston, MA

WHEN

December 3, 1992

HOW CONTACT WAS MADE:

Professor at the university who teaches a course on transition requested that Project staff do a presentation for his class.

OUTCOMES:

Students seemed interested and requested follow-up information.

TOPIC OF PRESENTATION:

Integrated Community Recreation: Systems Change

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:
Special Education Administrators meeting

WHERE:
Newport, RI

WHEN
January 14, 1993

HOW CONTACT WAS MADE:
Director of the Education Collaborative requested that Project staff present to the Special Education administrators who participate in the Collaborative.

OUTCOMES:
Administrators seemed very interested in the information presented and engaged in a great deal of discussion about the topic.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
Association for Retarded Citizens (ARC), parents, human service professionals

WHERE:
Winthrop, MA

WHEN
January 25, 1993

HOW CONTACT WAS MADE:
Directors of the ARC contacted Project staff and requested they do a presentation.

OUTCOMES:
Presentation participants contacted their town recreation department and requested a meeting between the Department, Project staff and ARC personnel.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Parents, teachers, recreation and human service professionals

WHERE:
Nantucket, MA

WHEN
February 4, 1993

HOW CONTACT WAS MADE:
Local Human service organization contacted Project staff and requested several presentations for a variety of groups on the island.

OUTCOMES:
A great deal of follow-up information was requested by Project staff.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Parents, teachers, consumers, recreation and human service professionals

WHERE:
Martha's Vinyard, MA

WHEN
February 5, 1993

HOW CONTACT WAS MADE:
Local Human service organization contacted Project staff and requested several presentations for a variety of groups on the island.

OUTCOMES:
A great deal of follow-up information was requested by Project staff.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Education professionals involved with Statewide Transition Project

WHERE:
Southwick, MA

WHEN
February 18, 1993

HOW CONTACT WAS MADE:
Transition Project personnel requested that Project staff present to one of their involved school systems.

OUTCOMES:
School personnel seemed very interested in Project activities.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
Waltham School Department

WHERE:
Waltham, MA

WHEN
February 24, 1993

HOW CONTACT WAS MADE:
The Special Education Director in Waltham requested that Project staff present for school personnel. Several participants requested to be involved in the team process.

OUTCOMES:
Presentation participants seemed interested in the information and requested follow-up information.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Concord parent support organization (PAC).

WHERE:
Concord, MA

WHEN
February 25, 1993

HOW CONTACT WAS MADE:
Members of the PAC contacted Project staff and requested a presentation.

OUTCOMES:
Parents and professionals were very interested in the team concept and wanted very much to be a part of the training process.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
30 parents from the Parent Advisory Committee (PAC) in Marblehead

WHERE:
Marblehead, MA

WHEN
February 9, 1993

HOW CONTACT WAS MADE:
Member of the PAC contacted Project staff and requested a presentation.

OUTCOMES:
Presentation participants were very interested in the information presented and requested follow-up assistance.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Parent Support Network

WHERE:
Philadelphia, PA

WHEN
March 11 1993

HOW CONTACT WAS MADE:
Representative from the Network requested Project staff do a presentation.

OUTCOMES:
Follow-up information was requested from presentation participants.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
Massachusetts Recreation and Park Association (MRPA).

WHERE:
Arlington, MA

WHEN
March 16, 1993

HOW CONTACT WAS MADE:
Representatives from the MRPA requested Project staff do a presentation as part of their CEU seminars for their members.

OUTCOMES:
Presentation participants requested follow-up information.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
25 parents from the Arlington Parent Advisory Committee (PAC).

WHERE:
Arlington, MA

WHEN
March 17, 1993

HOW CONTACT WAS MADE:
Parent from the PAC contacted Project staff and requested a presentation.

OUTCOMES:
Participants requested follow-up information form Project staff.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Parent Advisory Council

WHERE:
Wayland, MA

WHEN
March 18, 1993

HOW CONTACT WAS MADE:
Parent contacted Project staff and requested a presentation.

OUTCOMES:
Parents and professionals were very interested in being involved in the development of the team concept.

TOPIC OF PRESENTATION:

Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
Simmons College Extension

WHERE:
Framingham, MA

WHEN
March 30, 1993

HOW CONTACT WAS MADE:
Professor who teaches a course on functional curriculum requested Project staff do a presentation for her class.

OUTCOMES:
Students seemed very interested in the material presented.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Fitchburg State College

WHERE:
Chelmsford, MA

WHEN
January 30, 1993

HOW CONTACT WAS MADE:
Professor contacted Project staff and requested a presentation for her class.

OUTCOMES:
Students seemed very interested in the material presented.

TOPIC OF PRESENTATION:
Integrated Community and School Based Recreation

PROJECT STAFF INVOLVED:

Robin Friedlander, Cheska Komissar

WHO:

Marlboro Public Schools and city Recreation Department

WHERE:

Marlboro, MA

WHEN

April 13, 1993

HOW CONTACT WAS MADE:

Marlboro parent contacted Project staff and requested a presentation.

OUTCOMES:

Participants seemed very interested in the information presented and requested follow-up information.

TOPIC OF PRESENTATION:

Integrated Community Recreation

PROJECT STAFF INVOLVED:

Robin Friedlander

WHO:

30 graduate level students at Simmons College

WHERE:

Boston, MA

WHEN

April 13, 1993

HOW CONTACT WAS MADE:

Professor at Simmons College who teaches a course on functional curriculum contacted Project staff to do a presentation

OUTCOMES:

Students seemed very interested in the information presented and requested follow-up materials.

TOPIC OF PRESENTATION:

Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander

WHO:
30 people from the Fitchburg Association for Retarded Citizens (ARC).

WHERE:
Fitchburg, MA

WHEN
April 14, 1993

HOW CONTACT WAS MADE:
Director of the ARC contacted Project staff and requested a presentation.

OUTCOMES:
Participants seemed very interested in the information presented and requested follow-up materials.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Boston University

WHERE:
Boston, MA

WHEN
April 14, 1993

HOW CONTACT WAS MADE:
Professor who teaches a course on functional curriculum requested that Project staff do a presentation.

OUTCOMES:
Students seemed very interested in the information presented and requested follow-up materials.

TOPIC OF PRESENTATION:
Integrated Summer Camps: A Panel Discussion

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Boston University, Department of Leisure Education

WHERE:
Boston, MA

WHEN
April 15, 1993

HOW CONTACT WAS MADE:
Professor requested that Project staff present at the University.

OUTCOMES:
Students seemed very interested in the information presented and requested follow-up materials.

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Cheska Komissar

WHO:
Simmons College Extension

WHERE:
Framingham, MA

WHEN
April 20, 1993

HOW CONTACT WAS MADE:
Professor who teaches a course on functional curriculum requested that Project staff do a presentation.

OUTCOMES:

TOPIC OF PRESENTATION:
Models of Inclusion

PROJECT STAFF INVOLVED:

Cheska Komissar

WHO:
National Recreation and Park Association Regional Conference

WHERE:
MN

WHEN
April 27, 1993

HOW CONTACT WAS MADE:
Conference organizers requested Project staff do a presentation.

OUTCOMES:

TOPIC OF PRESENTATION:
Integrated Community Recreation

PROJECT STAFF INVOLVED:
Robin Friedlander, Deb Hart, Cheska Komissar

WHO:
The Association for People with Severe Disabilities Regional Conference

WHERE:
Providence, RI

WHEN
April 30, 1993

HOW CONTACT WAS MADE:
Project staff applied to participate in the conference.

OUTCOMES:

TOPIC OF PRESENTATION:
Integrated Community Recreation, a final summation of one model project

PROJECT STAFF INVOLVED:
Robin Friedlander, Cheska Komissar

WHO:
National Recreation and Park Association

WHERE:
San Jose, CA

WHEN
October, 1993

HOW CONTACT WAS MADE:
Project staff applied to participate in the conference.

OUTCOMES:

Appendix D

The New England Sports and Recreation Conference: Program and Evaluation Results

Partners For
Disabled Youth
&
Community and
Support Services,
Children's Hospital

The New England
Sports and Recreation Conference

Access to Fitness and Fun

A conference for:

- Youth & adults with disabilities
- Families
- Educators
- Human Service Providers
- Physical education, recreation, and health professionals

Keynote Address:
The Hoyt Team
Triathlon Enthusiasts

Special Guest Speaker:
Hugh Herr
Mountain Climber

Over 50 workshops, demonstrations, hands-on activities and exhibits

Saturday, November 7, 1992
9:00 a.m. - 5:00 p.m.
Medford High School
Medford, MA

About the New England Sports and Recreation Conference

Co-sponsors

Partners For Disabled Youth, Inc.

Partners for Disabled Youth (PDY) is a non-profit organization serving youth and young adults with disabilities ages 6-22. Partners arranges supportive one-to-one relationships between youth and adults with similar disabilities. Its purpose is to provide disabled youngsters and teens with role models who will enhance their self-esteem and give them greater confidence for facing their futures. In addition to providing role model relationships for youth, PDY sponsors recreational and educational programs throughout the year. These programs offer youth opportunities to discover their unique talents, abilities, and social skills.

Children's Hospital Community and Support Services

Project REC, part of the Training and Research Institute, is a federally funded project designed to work with children, parents, teachers and community recreation professionals. The project assists in the provision of integrated recreation opportunities for children and young adults, ages 3 to 22. **Project School Care** fosters access to educational services by children who depend on daily nursing procedures. The nurse/physician consult team is available to conduct training programs on the process of entry into an education system for a child with health care needs.

Conference Goal

Our conference theme, Access to Fitness and Fun, reflects our goal of empowering youth and adults with disabilities, families and professionals with the broad range of leisure choices available to enable all people to lead healthy life-styles and have fun.

Keynote Speakers

The Hoyt team is well known throughout the country not only for their participation in marathons and triathlons but also as advocates for integration in both education and recreation for people of all abilities. Rick was born with cerebral palsy and has competed in road races with his father, Dick, a lieutenant colonel in the U.S. Air Guard, since 1977. Most recently they have biked and run across the country (from Los Angeles to Massachusetts) to raise awareness about the ability of people with disabilities and to raise funds to assist businesses in making their facilities accessible to all people. Judy Hoyt is founder of Kamp for Kids, the first integrated summer camp for youth with disabilities in the country. She is also the founder of the Association for the Support of Human Services, a family support and advocacy center for family's with a member who has a disability. Russel Hoyt, the youngest of the three Hoyt children is a specialist in the area of issues of siblings of people with disabilities. He currently works as a family advocate at Community Resources for People with Autism. Each of the Hoyt family members will share their experiences of being a part of an active family who believes that recreation is for everyone.

Special Guest Speaker

At age 17, Hugh Herr had already established himself as one of the foremost rock climbers in the country. Then in 1982, Hugh and a companion became lost on Mount Washington in a winter storm. Three days later they were rescued, but not before frostbite had set in. Both of Highs legs had to be amputated.

With determination, Hugh resolved to return to his passion. Wearing artificial legs, Hugh surpassed all expectations to become an even better climber than before.

Now a student at the Massachusetts Institute of Technology (MIT), Hugh is designing sophisticated parts for artificial limbs that will enable other people with amputations to lead more active life-styles.

Exhibits

A large exhibit area will be available for browsing and will include booksellers, equipment displays, programs and other recreation related information. Individuals, schools, programs, suppliers or non-profit organizations wishing to share information about their services and products should contact Robin Friedlander at 617/735-6914 or Maureen Gallagher at 617/727-7440 (voice or TDD)

Program Highlights

Exhibits will be available throughout the day.

8:00-9:00	Registration
9:00-9:30	Welcome *Regina Snowden* Executive Director, Partners for Disabled Youth *Dr. William Kiernan* Director, Community Support Services, Children's Hospital
9:30-10:15	Keynote Address: *The Hoyt Team*
10:15-10:45	Break
10:45-12:00	Concurrent Sessions I
12:00-1:15	Lunch and Exhibits
1:15-1:45	Special Guest Speaker: *Hugh Herr*
2:00-3:15	Concurrent Sessions II
3:15-3:45	Break
3:45-5:00	Concurrent Sessions III

Registration

All conference participants must preregister by returning the enclosed registration form no later than **October 16, 1992**. A limited number of scholarships are available to individuals with disabilities and families. Please call Maureen Gallager at 617/727-7440 (voice and TDD) for more information. Although every effort will be made to enroll people in their first choice for workshops, space for each of the workshops is limited and priority will be given on a first come first serve basis. Please register early!

CEUs

CEUs are available from certain professional organizations. For more information please call Maureen Gallagher at 617/727-7440 (voice and TDD)

Workshops, demonstrations and hands-on activities have been specifically geared toward youth and young adults with physical, sensory, learning and/or cognitive disabilities, their family members, educators and physical education, recreation and health professionals.

Directions

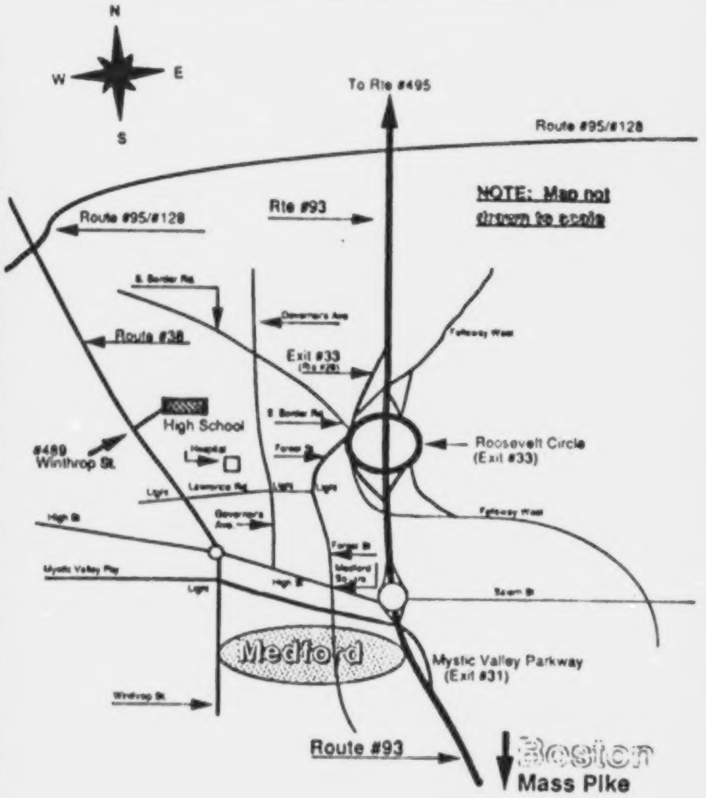
From North of Boston:
Route 93 South to Exit 33 (Route 28). Follow Forest Street (2nd right) from Roosevelt Circle toward Medford Square. Turn right at first traffic light onto Lawrence Road. Proceed to second light and turn right on Winthrop Street. Proceed past Temple Shalom to Medford High School entrance on right.

From South of Boston:
Route 93 North to Exit 31. Follow Mystic Valley Parkway West to Winthrop Street at the first light (excluding flashing pedestrian crossing light). Turn right. Proceed past Temple Shalom to Medford High School entrance on right.

From West of Boston:
Massachusetts Turnpike Extension to junction with Route 93. Follow directions **From South of Boston**.

Public Transportation:
Bus 95 from Sullivan Square stop on the Orange Line stops in front of Medford High School. For information about an accessible route, call Maureen Gallagher at 617/727-7440.

Please note: the MBTA RIDE provides service to Medford High School. Call 617/722-5123


N
W
E
S
To Rte #495
Route #95/#128
Route #95/#128
Rte #93
NOTE: Map not drawn to scale
S. Border Rd.
Governors Ave
Route #38
Fellsway West
Exit #33
(Rte #28)
High School
S. Border Rd.
#489 Winthrop St.
Hospital
Forest St.
Roosevelt Circle
(Exit #33)
Light
Lawrence Rd.
Light
Light
Fellsway West
High St
Governors Ave.
Forest St.
Mystic Valley Pky
Medford Square
Light
High St
Salem St
Medford
Mystic Valley Parkway
(Exit #31)
Winthrop St.
Route #93
Boston
Mass Pike

Concurrent Sessions I (10:45 - 12:00)

1. **A Healthy You Through Fun**
Learn about three models of community therapeutic recreation including everything from community reintegration and creative arts to sports training.
Karen Peirce, CTRS, Director of Special Needs Programs, Newton Parks and Recreation Department
Bonnie Peterson, Genesis Fund
Deb Coloyan, CTRS, The Greenery

2. **Accessible Physical Education: Setting the Tone and Maximizing the Experience**
Learn how to advocate for and assist youth with disabilities in the regular physical education curriculum. Inclusion in several typical physical education activities will be discussed through case presentations and discussion
Carol Gregory, Adaptive Physical Education Teacher, Brookline Public Schools
Tom Bosco, Adaptive Physical Education Teacher; Recreation and Sports Consultant

3. **Laws and Liability**
Can a dance studio refuse to teach you if you use a wheelchair? What about access to a sports team? Find out about your rights to recreate according to federal and state laws requiring inclusion of people with disabilities in sports and recreation programs.
Kathy Gips, Assistant Director for Community Services, MA Office on Disability
Speed Davis, Director, MA Office on Disability

4. **Sports by Ability: Cerebral Palsy Sports**
The wide variety of sports available for people who have cerebral palsy will be presented including a historical perspective and a discussion of the athlete classification system.
Bob Accorsi, M.Ed., Assistant Professor of Leisure Recreation Services, Sports and Recreation Director, Springfield College; Cerebral Para-Olympics U.S. Team Leader

5. **Friendly Fuel: Healthy Snack Alternatives**
Snacking is a way of life, but sometimes it's not the most healthy way. Many simple alterations can be made to standard recipes to turn them from funky into friendly fuel. A variety of snack foods will be presented for taste testing to prove that healthy really can taste good.
Heidi Puelzl, Registered Dietician; Director of Nutrition, Developmental Evaluation Center, Children's Hospital

6. **Role Models For Youth**
Developing interests and abilities, taking risks and making choices will be discussed by a panel of adults and youth with disabilities who tell it like it is.
Moderator: Cindy Wentz, Independent Living Program Coordinator, Massachusetts Rehabilitation Commission

7. **Just Because I Can't Hear Doesn't Mean I Can't Have Fun**
Learn about the recreation experiences of people who are deaf and what can be done to include them. Specific activities will be discussed as well as a broad overview on the topic.
David Schultz, President, Yankee Recreation Association of the Deaf; Aquatics Director, Greater Billerica Boys and Girls Club

8. **Going for the Gold: Training for the Competitive Athlete**
Participate in this multi-media presentation about the physiology of training, nutritional demands, psychological aspects of competitive training and meeting preparation and training schedules.
Eileen Craffey, Manager of New England Paralyzed Veterans Coasters; Paraolympic swimming coach.
Larry Quintiliani, U.S. Paraolympic Swim Team

9. **Activity Adaptation for People with Visual Impairment**
Hiking, biking, canoeing and sailing are all activities that anyone can enjoy. Learn about popular techniques for including individuals with visual impairments in these activities.
Arthur O'Neill, Director, Outdoor Enrichment Program, The Carroll Center for the Blind

10. **Wheelchair Racing for the Beginner**
Interested in road racing but don't know where to start? Come learn new skills and techniques which are beneficial for racing participation.
Theresa Kelly, Recreational Therapist/Spina Bifida Clinic Instructor, Massachusetts Hospital School

11. **Games For All**
Come learn about and play "New Games," low competition and cooperative games played with little equipment, lots of people and lots of fun!
Carolyn Bess, Director, Outdoor Explorations

12. **Tennis**
Tennis is a fantastic way to increase cardiovascular strength while having a great time! Different techniques for different abilities will be demonstrated and everyone will get a chance to play.
Marie Trottier, Para-Olympics Coach

Concurrent Sessions II (2:00 - 3:15)

13. **Parks and Playgrounds for Everyone**
From start to finish, learn how to fund and design an accessible park or playground in your community.
Natalie Lashmit, City Councilor, Marlboro; Co-Chair, Kane Community Playground
Michael Oestreicher, Director, Challenges Unlimited

14. **Sports Sampling**
Overview of a variety of adaptive sports including basketball, scuba diving and rugby.
Charlie Ekizian, President, Wheelchair Sports and Recreation Association

15. **Developing Friendships**
A panel of teachers, parents and youth, both with and without disabilities, will discuss their unique solutions to meeting and making friends in their communities.

16. **Summer Fun**
Two model summer camps share how they have successfully integrated youth with disabilities into their programs.
Linda Miller, Disability Specialist, Connecticut Valley Girl Scout Council
Scott Berg, Director, YMCA Summer Camp
Paula Rogerson, Integration Specialist

17. **Exploring the Wilderness**
Outdoor adventures are available for people of all abilities. Come learn about the wide variety of activities offered by these two model programs including, camping, hiking, canoeing, kayaking and dogsledding both locally and world wide.
Howard Cohen, Coordinator, Therapeutic Recreation, Boston University; former board member Wilderness Inquiry
Carolyn Bess, Director, Outdoor Explorations

18. **Your Health: Move It or Lose It**
Basic overview of fitness principles (nutrition, weight training, cardiovascular endurance) including getting started, keeping motivated, benefits, equipment and resources.
Linda Cohen, President, Partners in Fitness; Certified Fitness Trainer
Tom Bosco, Executive Director, Spirit Foundation; Fitness Consultant

19. **Creative Expression and Improvisation**
Play a variety of theater games and explore how the arts can be accessible to everyone. Learn to encourage interaction and communication using spontaneity and humor.
Donna Folan, theater consultant & performer with *Until Tomorrow Productions*
Steve Yakutis, performer & teacher of theater and voice

20. **Get on a Roll: Wheelchair Basketball**
NEPVA Celtics team members will demonstrate the techniques and skills necessary to compete in wheelchair basketball giving participants the opportunity to try it for themselves.
Dave Hobbs and *Roger Kellough*, NEPVA Celtics team members

21. **Play Ball!**
Started in 1986, this Challenger Division Little League Baseball Team was the first of its kind in the country. Come watch the team in action (and play a little too!). See firsthand how the game has been adapted to encourage children with all levels of ability to participate.
Thomas Aleks, Director, Challenger Division, Downey Little League
John Reed, Vice-president, Challenger Division, District #7

22. **Psychological Effects of Competitive Sports on Youth**
A panel discussion on the importance of sports participation for youth with disabilities and how parent involvement can impact success.
Moderator: Theresa Kelly, Recreational Therapist/ Spina Bifida Sports Clinic Instructor, Massachusetts Hospital School

23. **Introduction to Quad Rugby-The Pitbulls**
Learn about the only official team sport for people who are quadriplegic. This hands-on workshop will focus on actively learning the skills necessary for this sport.
Sebastian DeFrancesco and the NEPVA Pitbulls, U.S. Wheelchair team member

24. **Access to Water from Above and Below**
Open the world of underwater to people with a variety of physical disabilities through scuba diving. Also, learn to manipulate remote control boats with a variety of adaptive controllers overwater.
Moray Wheels, scuba diving club
Minuteman Model Yacht Club

Concurrent Sessions III (3:45 - 5:00)

25. **Just For the Fun of It**
Project REC (Recreation in Education and the Community) will present a wide variety of integrated opportunities and ideas on how to locate and integrate activities in your own community.
Robin Friedlander & Cheska Komissar, Community Recreation Liaisons, Project REC

26. **Making Travel Accessible**
Planning on a vacation? Discover the law, availability of accessible travel and tips on planning and having a great time!
Dick Crisafulli, Director of Recreation, Massachusetts Hospital School

27. **Access to Winter**
Discover a world of winter sports through discussion and equipment demonstration with one organization offering a wide variety of winter sports opportunities as well as other year round activities.
Laura Farrell, Founding Director of Vermont Handicapped Skiing and Sports Association

28. **The Fun Never Ends: Lifetime Hobbies**
Many sports and recreation alternatives require formal groups or organizations. The focus of this session is to look at recreation options that may be enjoyed independently throughout one's life including golf, photography and ham radio.
Allison Daigle, CTRS, New England Rehabilitation
Gerard Driscoll, Worlds Amateur Radio Society
Karen Aulrey, CTRS, Director, Therapeutic Recreation, New England Rehabilitation

29. **New England Initiative: Where Do We Go From Here**
Are you interested in the direction recreation for people with disabilities is taking? Come to this round table discussion to share ideas and information about what is out there and what is needed.

30. **Shake-A-Leg**
This Rhode Island based organization focuses on individual ability through a variety of activities including strength conditioning, aquatics, boating, horseback riding and quad rugby.
Anne Bjorkman, Program Director

31. **Crossing Over: Special Olympics Unified Sports Program**
The Unified Sports program expands sports opportunities for athletes of all abilities seeking new challenges while dramatically increasing integration in the community.
Karyl Resnick, Director, Greater Boston Special Olympics
Paula Nargi, Training Coordinator, Greater Boston Special Olympics
John Nargi, Special Olympian
Gina Cannoles, Unified Special Olympics Coach

32. **Fit to Be Tried**
Try out fitness activities for weight training and cardiovascular endurance. Learn about the variety of available equipment, videos and other resources.
Linda Cohen, President, Partners In Fitness; Certified Fitness Trainer
Tom Bosco, Executive Director, Spirit Foundation; Fitness Consultant

33. **Team Handball**
Come try your hand at this sport which utilizes a combination of basketball and soccer skills. Learn how a variety of different abilities may be included in this easily integrated sport.
Jerry LaBelle, Director of Recreation, Mayflower Nursing and Rehabilitation Center
Caryn Glazer, Recreational Therapist, Massachusetts Hospital School

34. **Dance to the Beat**
Learn the latest moves, try them out and have fun regardless of your previous dancing expertise (or just hang out and listen to the music!).
Orit Janco, Dance Movement Therapist

35. **Row, Paddle and Flip Your Boat Gently Down the Stream**
Adapted row boats, canoes and kayaks will be demonstrated as well as the skills and techniques necessary to operate them.
Chris Murtagh, Pool Director, Massachusetts Hospital School
Charlie Ekizian, President, Wheelchair Sports and Recreation Association
Community Rowing

REGISTRATION FORM
New England Sports and Recreation Conference
Saturday, November 7, 1992

Preregister by October 16, 1992. There will be no registrations taken at the door. Registration is on a first come, first served basis. **Make check or money order payable to: PARTNERS FOR DISABLED YOUTH. Mail check with completed registration form to: Community and Support Services, Children's Hospital, Gardner 6, 300 Longwood Avenue, Boston, MA 02115.** For additional registration information call Robin Friedlander 617/735-6914 voice, 617/735-6956 TDD.

PLEASE PRINT

Conference Fee **(all conference fees include lunch) Please note: conference activities are designed for people 6 years and older. Children ages 6-11 must be accompanied by an adult to all sessions.**

☐ $20 Individual ________________ Name ________________ Age if between 12-17

☐ $35 Professional ________________ Name ________________ Affiliation

☐ $50 Family (up to 6 members) ________________ Parent or Guardian Name ________________ Parent or Guardian Name

________________ Children's Names and Ages

________________ Address ________ City ________ State ________ Zip ________ Phone number

Specify workshops for each person registering. Use additional pages if necessary.

Name	Session I: 10:45-12:00	Session II 2:00-3:15	Session III 3:45-5:00
First choice	1.	1.	1.
Second choice	2.	2.	2.
Third choice	3.	3.	3.

Name	Session I: 10:45-12:00	Session II 2:00-3:15	Session III 3:45-5:00
First choice	1.	1.	1.
Second choice	2.	2.	2.
Third choice	3.	3.	3.

Accommodations **(We will do our best to provide accommodations requested by *October 5, 1992*.)**

Conference Materials

☐Tape ☐Large print ☐Braille

Interpreters

☐ASL ☐PSE ☐Deaf-Blind ☐Oral

☐Sighted Guide ☐Assistive Listening Device ☐Personal Care Assistance ☐Quiet Space ☐Transportation

☐Wheelchair Seating ☐Other (specify) ________________

Volunteers

To assure the success of our conference, volunteers are needed to help in a variety of ways. Please check below if you or someone you know will be able to assist in any way.

- ☐ Provide transportation for a person in your area
- ☐ Assist conference participants with special needs
- ☐ Host/hostess a workshop
- ☐ Take pictures (photography)
- ☐ Serve refreshments
- ☐ Other

The New England Sports and Recreation Conference would like to thank the following:

Collaborating Agencies:
Massachusetts Office on Disability
Federation for Children with Special Needs
Massachusetts Department of Public Health, Bureau of Family and Community Health

Steering Committee Members:
Tom Bosco, Spirit Foundation
Susan Brophy, Massachusetts Association for Health, Physical Education, Recreation and Dance
Howard Cohen, Boston University
Linda Cohen, Partners in Fitness
Dick Crisafulli, Massachusetts Hospital School
Charlie Ekizian, Wheelchair Sports and Recreation Association
Chris Murtagh, Massachusetts Hospital School
Karen Pierce, Newton Parks and Recreation
Bill Pollard, University of Massachusetts
Marie Trottier, Harvard University
Jim Wice, University of Massachusetts

The New England Sports and Recreation Conference gratefully acknowledges The Boston Globe Foundation's generous contribution to this occasion.

Access to Fitness & Fun

The New England Sports and Recreation Conference

Access to Fitness and Fun

Project REC
Children's Hospital
300 Longwood Avenue
Gardner 6
Boston, MA 02115

NON PROFIT ORG.
US POSTAGE
PAID
BOSTON, MA
PERMIT NO. 59240

CONFERENCE EVALUATION RESULTS

Total number of respondents = 99

Participants asked to rate the following:	Super	Good	So-So	Needs work
Accessibility of site	25	51	6	7
Accessibility of materials	41	47	3	1
Helpfulness of Conference Program	53	34	5	1
Exhibits	40	49	2	0
Food	25	51	12	4
Staff/Volunteers	60	27	4	0
Keynote Speakers:				
The Hoyts	72	14	4	0
Hugh Herr	48	33	4	1
Overall Conference	38	46	0	1
Would you come again next year?	Yes-84		No-2	

For information about specific presentations or comments, please contact Cheska Komissar at 735-6914

CONFERENCE EVALUATION FORM
New England Sports and Recreation Conference
Access to Fitness and Fun

Please rate the sessions you attended:

______________________________ Super Good So-So Needs work
Name of Session I (10:45 - 12:00)

______________________________ Super Good So-So Needs work
Name of Session II (2:00 - 3:15)

______________________________ Super Good So-So Needs work
Name of Session III (3:45 - 5:00)

Please rate the following aspects of the conference:

Accessibility of site	Super	Good	So-So	Needs work
Accessibility of materials	Super	Good	So-So	Needs work
Helpfulness of Conference Program	Super	Good	So-So	Needs work
Exhibits	Super	Good	So-So	Needs work
Food	Super	Good	So-So	Needs work
Staff/Volunteers	Super	Good	So-So	Needs work
Keynote Speakers:				
The Hoyts	Super	Good	So-So	Needs work
Hugh Herr	Super	Good	So-So	Needs work
Overall Conference	Super	Good	So-So	Needs work

Would you come again next year? Yes No

Are you a(n): ☐ Individual with a disability ☐ Family member
☐ Professional (affiliation____________________)

Comments (use reverse side if needed):

CONFERENCE EVALUATION COMMENTS

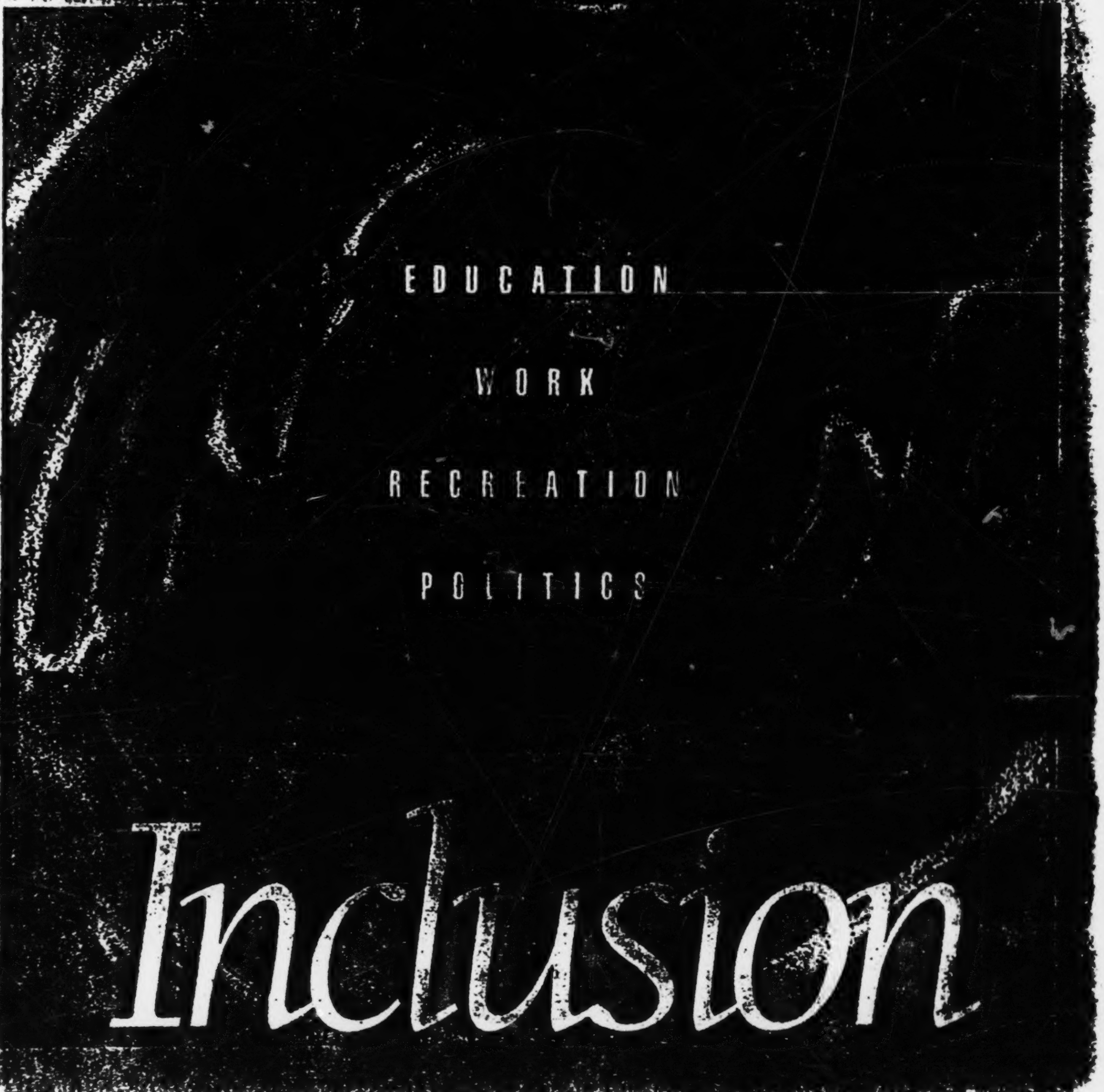
- •Excellent, very informative, thank you
- •Need better directions both to and around site
- •This conference is an excellent idea. I am glad there is one in Northern New England
- •Too spread out time-wise
- •Would have liked more workshops for mental retardation and more on integrated PE
- •Acoustic in pool impossible
- •Thank you so much! See you next year!
- •Great to have so much equipment at exhibits
- •nice location, less overloading than a hotel
- •Need better transportation going to and from conference
- •Better/easier room directions
- •So many good workshops—the choice was difficult. Would have been helpful if some workshops were offered at more than one time slot
- •Parking needs to be clearly marked
- •conference a little too long
- •Have a videotape/film festival during breaks and meals that could stop by and see (maybe a few different types at same time)
- •Make handouts available from sessions unable to attend
- •combination of participation and non-participation workshops good
- •Would enjoy hearing from ordinary people who do recreational sports rather than super-athletes with "inspiring" stories
- •great number of options—wonderfully organized—we applaud your good work/ effort putting this together—only request is next year to try more central location
- •wide variety of exhibitors with lots of info. and enough time between sessions to talk to them, not rushed from one session to next.
- •nice that barrel provided to recycle cans and that water was available
- •amount of volunteer assistance was tremendous, but need better training
- •overall conference was super and I hope to be a participant next year
- •need to be closer to public transportation
- •Needed to deal with a wider range of disabilities
- •Keep up the good work! When can we do this again?
- •Speakers and session leaders great!
- •need more advertising
- •What some kids like for lunch: white bread, mild, bologna

Appendix E

Newsletters Featuring Project REC

Newsletter

TASH: THE ASSOCIATION FOR PERSONS WITH SEVERE HANDICAPS
VOLUM



EDUCATION

WORK

RECREATION

POLITICS

Inclusion

BEST COPY AVAILABLE

TASH COMMITTEES AT WORK:

PROMOTING INCLUSION THROUGH Leisure & Recreation

COMMITTEE PURPOSE, ORGANIZATION, AND FUTURE DIRECTIONS

The purpose of the Leisure and Recreation Committee is to promote (through publications, newsletter articles, conference presentations, and research and development activities) leisure and recreation opportunities for persons with severe disabilities. The committee shares programs, curricular materials, and research concerning integrated leisure activities with the membership. We also promote cooperation between parents/care providers, community recreation professionals, and teachers to support inclusive recreation programming in home, community, and school settings with children, adolescents, and adults who have severe disabilities.

The committee is organized into three subcommittees: a Conference Subcommittee; Best Professional Practices Subcommittee; and Dissemination Subcommittee. The Conference Subcommittee (currently chaired by **Jill McLaughlin**) plans the leisure/recreation component of the annual TASH conference, including review of presentation proposals and formulation of our specially organized session and crackerbarrel. The Best Professional Practices Subcommittee (currently chaired by **Pam Walker**) seeks to define, identify, and promote the use of exemplary practices in leisure and recreation by and for persons with severe disabilities. This Subcommittee also works to foster the use of [illegible] practices in preservice and inservice training, and to provide resources and technical assistance to the TASH membership. The Dissemination Subcommittee (currently chaired by **Linda Heyne**) focuses on the preparation and dissemination of diverse materials (newsletter and journal articles, monographs, position papers) to a variety of audiences.

Recently, members of the Leisure and Recreation Committee have discussed how best to increase the visibility of recreation and leisure issues within TASH. While members agree that leisure and recreation should be a topic area, they also feel it is important to infuse our sessions into other topic areas. Plans were made to submit proposals in other topic areas, with committee members volunteering to review proposals in those areas. Committee members successfully solicited 18 proposals across topical areas for the upcoming conference.

Stuart J. Schleien is working with **Barbara Hawkins**, Chair of AAMR's Recreation Division, and **Barbara Wilhite**, Chair of NTRS's DD Task Force, to formulate a plan-of-action to develop and disseminate a position statement regarding leisure/recreation and persons with developmental disabilities. These individuals, among others, successfully had "leisure" included as an adpative

BEST COPY AVAILABL

skill area in the new definition of mental retardation. These committee chairs will continue to work together to operationalize "leisure" for the broader community.

We are in the process of developing a "Leisure/Recreation Program Award" to be presented, hopefully, at the 1994 TASH Conference. The fifth annual Leisure and Recreation "Special Session" has been finalized with a 2 1/2 hour session scheduled for Thursday, November 4, from 1:00-3:30pm. The speakers will include **Stuart J. Schleien** and **Jill McLaughlin**, with other members of the Leisure and Recreation Committee. We will conclude with a 45-minute, all-committee crackerbarrel session following the presentation, from 3:45-4:30pm.

RESOURCES ON BEST PRACTICES IN RECREATION AND LEISURE

Blaney, B., Bradley, V.J., Freud, E., & Langer Ellison, M., with Bersani, H. (1992). *Trying to play together: Competing paradigms in approaches to integration through recreation and leisure.* Prepared for the Administration on Developmental Disabilities. Cambridge, MA: Human Services Research Institute.

Using the recreational experiences of 12 people with disabilities, this study sought to discover what factors promote successful integration within recreational and leisure settings and organizations. What emerged from the case studies was the interaction of and often contest between two distinct approaches--the recreational paradigm or model and the community membership paradigm. To the extent that the recreational approach was dominant, a platform for social integration was sometimes put in place. The realization of personal membership and relationships, however, seldom occurred. In those case studies in which the community membership approach was widely shared and understood, an impressive level of community integration was achieved within recreational settings and organizations.

> *The Best Professional Practices Subcommittee seeks to define, identify, and promote the use of exemplary practices in leisure and recreation*

Heyne, L.A., Schleien, S.J., & McAvoy, L.H. (n.d.). *Making friends: Using recreation activities to promote friendship between children with and without disabilities.* Minneapolis: School of Kinesiology and Leisure Studies, College of Education, University of Minnesota.

This handbook is the result of a 3-year program, the Dowling Friendship Program, which sought to understand and encourage friendships between children with and without disabilities, and a statewide survey of 484 community recreation agencies across Minnesota to identify inclusive recreation strategies. Chapters cover issues such as, "What Friendships Mean for Children," "What Inhibits Friendships?", "How to Encourage Friendships," and "How to Facilitate Friendship Development in Recreation Activities."

Moon, M.S. (Ed.). (in press). *Just for the fun of it: Integrating school and community physical education and leisure programs.* Baltimore: Paul H. Brookes Publishing Co.

This text is meant to be an implementation guide for school and community agency personnel and families who are working to promote integration of people with and without disabilities in physical education, sport and leisure programs. The focus is on practical strategies, across a wide array of leisure activities and age groups.

Ray, M.T. (1991). *SCOLA leisure activity fun guide.* St. Paul: SCOLA of Ramsey County and the Minnesota Governor's Council on Developmental Disabilities.

This booklet describes the SCOLA (School and Community - Opportunities for Leisure Action) project, a joint effort between school, students, parents, leisure service providers, and other

BEST COPY AVAILABLE

interested community members. The focus of this project is on teams who are in their transition years (14-21 years of age). It includes information about identifying leisure interests, steps toward inclusion, forming an Advisory Committee, involving a Community Leisure Planner, planning with parents and care providers, and training leisure services staff.

Rynders, J.E., & Schleien, S.J. (1991). *Together successfully: Creating recreational and educational programs that integrate people with and without disabilities.* Arlington, TX: Association for Retarded Citizens of the United States.

This monograph presents guidelines for creating recreational and educational programs that integrate people with and without disabilities. It includes information about and case examples of strategies for promoting interactions, adapting activities, and creating activity plans. It concludes with profiles of several programs which provide integrated recreation/education opportunities.

Rynders, J.E., Schleien, S.J., Meyer, L.H., Vandercook, T.L., Mustonen, T., Colond, J.S., & Olson, K. (1993). *Improving integration outcomes for children with and without severe disabilities through cooperatively structured recreation activities: A synthesis of research.* The Journal of Special Education, 26(4), 386-407.

The use of cooperative learning strategies within integrated recreational activities has proven to be a powerful combination in facilitating the inclusion of children with and without disabilities. This article offers a synthesis of research in this area, addressing five interrelated questions with experimental findings that should assist program leaders to plan, direct, and sustain successful inclusionary recreation programs.

Schleien, S.J. (1993). *Access and inclusion in community leisure services.* Parks & Recreation, 28(4), 66-72.

This article emphasizes the importance of creating environments that are both physically barrier-free and socially barrier-free, and it describes strategies and steps toward achieving these goals. Case studies are provided for illustration.

Schleien, S., McAvoy, L., Lais, G., & Rynders, J. (1993). *Integrated outdoor education and adventure programs.* Champaign, IL: Sagamore.

This book focuses on preparing individuals and environments for successful experiences in the outdoors. This text is about long term, systemic change that is necessary so that people of all abilities and ages, including those individuals who significantly challenge the service delivery system, will be participating members of outdoor education and adventure settings. This practical "how-to" guide takes an informative look at the integration process and presents a comprehensive framework for the provision of quality programs and activities. It offers a compelling rationale for the integration of outdoor education and high adventure. It also describes explicit administrative and programmatic guidelines for simplifying the creation and implementation of successful inclusive services for people with and without disabilities.

Walker, P. (in press). Promoting integrated recreation and leisure opportunities for adults. In **M.S. Moon** (Eds.), *Just for the fun of it: Integrating school and community physical education and leisure programs.* Baltimore: Paul H. Brookes Publishing Co.

This chapter begins with some principles for integrated recreation. It then discusses three steps, and related strategies, for promoting integration: getting to know the person, knowing your community, and supporting people in relationships, settings, and activities. The chapter then describes four organizations which are providng opportunities for integration for adults: (1) a residential service agency which created a "community bridge-builder" staff position; (2) the Association Integration Project, which was designed to assist people to become members of community organizations and associations; (3) an ARC which shifted from providing segregated leisure services to providing integrated leisure services; and (4) community organizations built on a philosophy of inclusion and diversity.

BEST COPY AVAILABLE

TASH LEISURE AND RECREATION COMMITTEE CORE MEMBERS

[illegible]
[illegible]

Hank Bersani

Cindy Burkhour

Robert Cipriano

Phyllis Coyne

John Dattilo

George Flynn
TASH Executive Director

Deborah Gold

Susan Hamre-Nietupski

Linda Heyne

[illegible]

Call for Comments!

TASH RECREATION AND LEISURE COMMITTEE

TASH members are invited to comment on the work of the Recreation Advisory Committee appointed by the Architectural and Transportation Barriers Compliance Board (Access Board). The Committee will provide the access Board with information and advice regarding the accessible design of beaches, playgrounds, trails, golf courses, nature centers, ski areas, amusement parks, sports facilities, and other recreation facilities and developed areas.

***John McGovern**, a TASH member and the Executive Director of the Northern Suburban Special Recreation Association in Northfield, Illinois, has been appointed to represent the National Recreation and Parks Association (NRPA) on the Committee. He also serves as the Committee chair. McGovern believes feedback from TASH will be essential in determining what criteria will be most helpful in designing recreation facilities and outdoor developed areas so that these sites are accessible to people with disabilities, as required by the Americans with Disabilities Act.*

The Access Board will review the information the Committee generates over the next nine to twelve months. Then, a proposed rule will be developed, and TASH members will have an opportunity to comment during rulemaking. A final rule on the design of recreation facilities and outdoor developed areas will likely be issued by mid-1995. Meeting dates are scheduled:

October 23, 24, 25: San Jose, CA
January 28, 29 in Washington, D.C.
March (TBA): Washington, D.C.

*Call TASH Recreation and Leisure Committee, **Jill McLaughlin**, at 815/987-1604, to stay informed about this process or to comment.*

BEST COPY AVAILABLE

HIGHLIGHTING BEST PRACTICES IN LEISURE AND RECREATION

Project TRAIL: Transition through Recreation and Integration for Life

by Katie Bemisderfer

The purpose of Project TRAIL is to help young adults with mental retardation make the transition from high school to active participation in the community through participation in comprehensive leisure education services. It is a 3-year grant project which was awarded to the University of Georgia's Department of Recreation and Leisure Studies by the U.S. Office of Special Education's National Institute on Disability and Rehabilitation Research. The Principal Investigator is **John Dattilo; Gail Hoge** is Co-Principal Investigator and **Katie Bemisderfer** is Project Director.

The first year has been spent gathering information through an interview about existing leisure participation patterns, options, and needs of adults with mental retardation. The second year of Project TRAIL will apply the results of the leisure interviews to develop a community-based leisure education program for high school students with mental retardation.

Leisure coaches will meet with professionals currently delivering recreation programs in order to identify existing community recreation activities which are compatible with the participants' interests and skills. The leisure coaches will also provide assistance to participants in integrated community recreation; family, sibling, and friend support will also be integral in the leisure education process.

The third year of the program will be spent investigating what was learned in the leisure education program. It is hoped that Project TRAIL will benefit participating and future students, and will educate professionals and community members about the importance of community-based leisure participation.

For more information contact: Dept. of Recreation and Leisure Studies, 223 Hardman Hall, Athens, GA 30602.

SPARTA: Sports, Arts, Recreation and Theatre Access

by Chad Thom

In the spirit of the Americans with Disabilities Act, SPARTA will promote the successful participation of people with disabilities in existing community-based/public recreation provider agencies/businesses and their respective programming sites. SPARTA is a cooperative effort amongst a coalition of consumers and professionals, working together in a non-profit organization, managed by a Board of Directors, with a representative number of consumers serving on the Board. This will be accomplished through three goals and objectives:

1. Improving community access for people with disabilities by educating 50 targeted recreation service provider agencies/sites.

2. Outreach to consumers and service providers about SPARTA's goals and services, with a strong effort to reach underserved classes and individuals, concetrating on low income and minority individuals.

3. Stipends to 250 individuals will allow low income and minority individuals with disabilities to realistically begin and/or continue their year-round participation in a variety of integrated community recreation sites/activities.

SPARTA will primarily create the following four community/individual participant outcomes:

BEST COPY AVAILABLE

FROM THE TASH LEISURE AND RECREATION COMMITTEE

(1) increased awareness on the part of service providers related to the mandates of the ADA; (2) independent outreach by service providers to low income and minority individuals with disabilities, and other people with disabilities; (3) increased and consistent/long-term participation in a variety of existing and integrated community settings, by currently underserved individuals and classes of people with disabilities; and (4) broader community acceptance of people with disabilities.

For more information contact: **Chad Thom, Madison School - Community Recreation, 1045 E. Dayton St., Rm 120, Madison, WI 53703.**

DOWLING FRIENDSHIP PROJECT

Dowling Friendship Project: Supporting Friendships Between Children with and Without Disabilities through Participation in Recreational Activities

by Linda Heyne

As a cooperative venture between the University of Minnesota and Dowling Urban Environmental Learning Center, a public elementary school in Minneapolis, the Dowling Friendship Project was designed to identify barriers to friendship development for children with and without disabilities, and to discover ways to break down those barriers and support friendships in an ongoing way. Through the Dowling Friendship Project, children with and without disabilities took part in small group recreational activities on a regular basis.

As a further means to establish social relationships between children with and without disabilties, family focus groups were formed. The goals of the focus groups were to give families opportunities to get to know each other, as well as provide an open forum to discuss obstacles and solutions to friendship development between the children. Focus group discussions, coupled with one-on-one interviews with the parents and children involved in the project, have revealed key information about friendship development, and what families, school staff, and community recreation providers can do to promote friendships.

A complete description of the Dowling Friendship Project is available in a 74-page handbook, Making Friends: Using Recreation Activities to Promote Friendship between Children With and Without Disabilities. Copies of this handbook may be ordered for $10 from the Publications Office, University of Minnesota, Institute on Community Integration (UAP), University of Minnesota, 109 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455, (612) 624-4512.

Mindy: A Tale of Two Kids

by Hank Bersani

This is the story of two little girls. Mindy was born with spina bifida. The doctors said that she would never walk, probably would never talk, and would not be able to be toilet trained. They told her parents that she would always need a special school, and that her ability to learn would be quite limited.

Over the years, she has had two surgeries, and missed a lot of school while hospitalized. Recently, she was also diagnosed as having juvenile diabetes. She needs to have insulin shots twice a day (administered by trained staff) and she needs to have her blood

BEST COPY AVAILABLE

sugar levels checked twice a day. She cannot go outside when the temperature is over 100 degrees (a problem in California). She needs to eat carefully balanced meals, and snacks throughout the day. She eats slowly, and needs to be urged to eat so that the snacks can be completed within an hour, and the main meals are completed in less than one hour. Until last year, she was in a special class for children with orthopedic handicaps.

Mindy's parents are divorced. She lives with her mom, and mom's boyfriend who she calls her "Buddy." Mom and Buddy are currently remodeling an old Greyhound bus to convert it to a mobile home. They plan to move out of their apartment and travel across the USA, with no particular plans, or jobs. Her mom and Buddy are not particularly sophisticated advocates in the field of special education. They do love Mindy, and work hard to make the right decisions for her.

When Mindy's parents asked if she could attend a generic after-school program, the program staff called the State Office to ask about special standards. They were told that it would be "child abuse" to serve her in an ordinary setting.

The second child is also called Mindy. During the school year, Mindy attends a neighborhood public school. Her mom has a job, that keeps her busy until about 5:00pm each day, so Mindy goes to an after-school program run by the county parks and recreation program. Called "The Fourth R," the program focuses on recreational activities after school and in the summers.

The program director prides herself on the fact that they accommodate to individual differences. Several of the children are on special diets (in true California tradition, they range from macrobiotic, to vegetarian, to wheat-free diets). Mindy eats a careful diet herself, and is not allowed any junk food or sweets. The staff are quite used to this. One of the boys in the class needs a nap each day, and so he takes one. Mindy and most of the other kids do not need naps, and so they do not take them.

Of course, both Mindy's are one in the same child.

Agency Commitment:
Although the staff of the Fourth R were advised not to accept Mindy, they went ahead anyway, and [illegible] made it a point to learn what was needed to support her. One staff member has assumed primary responsibility for Mindy's special needs--testing her blood-sugar level twice a day, adapting her meals to the results, and assisting her with Clean Intermittent Catheterization.

Mindy is a part of the Fourth R: The group was taking a trip to the state Capital, but transportation was a problem since Mindy has leg braces and crutches and another child uses a wheelchair. Transportation in staff cars was difficult if not impossible, so Mindy and the rest of the class all went in a [illegible] limousine that was donated for the day.

On friends: Mindy says, "My best friend is Jonathan. He is in my class at school too and then we both also come here. The OH class (special class for students with orthopedic handicaps where she used to go) had the best teacher, but the regular class has the best kids, so I like the regular class better."

This is drawn from a larger monograph, *Trying to Play Together: Competing Pradigms in Approaches to Integration Through Recreation and Leisure*, prepared by the Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140.

"Summer Get-Together": Excellence in Inclusive Recreation Practice

by Deb Gold

Meg skips into her group's classroom and runs up to the leader to show her the t-shirt she's wearing. She had tie-dyed it the previous day with her group. Jennifer is interested only in talking about the Blue Jays' win of the night before. Ryan arrives outside and he is surrounded by friends, whose fight over whose turn it is to push his chair. They've worked out a system, but they forget. They all go in together.

On the surface, "Summer Get-Together" looks much like any typical city day camp. It is, however, far from typical, offering a model for those interested in fully inclusive recreation. It was founded 12 years ago in Toronto, Ontario, by **Donna Bracewell** and **Marsha Forest**. It has been supported financially by the Toronto Board of Education, which also supplies the two sites for the program. It takes place in two Toronto schools but also it utilizes the parks and streets. Each site has two groups of 25, each led by a program counselor and two assistants.

The program philosophy and vision explain its inclusive nature. Any and all children may apply. The philosophy includes the belief that all children need to be

BEST COPY AVAILABLE

challenged, to learn, and to enjoy their summers together. The vision is one of global peace and acceptance in diversity, harmony with nature, and friendship with each other.

The number of children with challenging needs is kept to a maximum of three per group. All children are fully supported within the program. Children have participated who have exceptional emotional or behavioral needs, labels of all kinds, including severe disabilities, and who are just beginning to learn English and to try and live in a very new culture for them. Parents pay $30.00 per week, and subsidies are available. Many families do not look "typical" or "traditional." The program attracts people who want an alternative and who want their children to know and make friends with a diverse group of other children.

Promoting Integrated Recreation and Leisure Opportunities for Adults

by Pam Walker

Across the country, some agencies and organizations are making concerted efforts to assist adults to participate in a wide variety of recreation and leisure activities with other community members. Their efforts, broadly, incorporate three strategies: (1) getting to know people, and assisting them to develop and pursue interests; (2) learning about neighborhood and community places, resources, and opportunities; and (3) supporting people in relationships, settings, and activities. Focus here is placed on two organizations which have been making such efforts: Wildwood, a residential service agency in Latham, New York, and the Association Integration Project undertaken by Education for Community Initiatives, in Holyoke, Massachusetts.

Wildwood: This private, nonprofit residential service agency created a "community bridge builder" staff position, with funds designed for a "community residence counselor." This person assists people in community residences to become members of community clubs or associations and, in some cases, to establish one-on-one personal relationships. People have been assisted to become members and participants in groups and settings such as a Civil War Roundtable, a history club, a church group, and an environmental center. Once a match has been made between a person's interests and a community group or setting, Michelle, the "bridge builder," explores possible ways to connect the person with others in the setting and to decrease her presence while maintaining her availability and support.

Association Integration Project: The intent of this 3-year project, funded by the state developmental disabilities council, was to assist adults with disabilities to become valued members of community groups and associations. During the course of the project, people became involved with such groups as a Bible study, the NAACP, a Puerto Rican-American Club, the Holyoke League of Arts and Crafts, the American Association of Retired Persons, the Junior League, a Walking Club, and the Knights of Columbus.

Based on their experience some of the lessons learned by people involved in the project include: (1) community members are willing to welcome a person with a disability into groups and activities, but this does not happen automatically nor, in some cases, easily; (2) the most effective approach is an individualized one; there are many dangers in formalizing this kind of effort too much; (3) the most effective bridge-builders are people who are well-established in the community, and who know and are known to others; (4) the match between the person and the group was a much more significant factor than the type or degree of disability; and (5) it seemed more effective to recruit a member from within the group to take on a sponsorship role rather than just leave it up to the group members to do something on their own.

This material is drawn from a chapter in *Just for the fun of it: Integrating school and community physical education and leisure programs*, edited by Sherril Moon (in press, Paul H. Brookes Publishing Co.).

"I'm Sorry, We Don't Serve THEM Here: Strategies to Effect Systems Change on the Local Level

Sherril Moon, Debra Hart, Cheska Komissar, and Robin Friedlander

"I'm sorry, we don't serve them here." "That would be too costly." "Why don't you sign up with that special program?!?" Although the Americans with Disabilities Act was passed several years ago, these types of discouraging comments are unfortunately still typical when people with disabilities try to access community recreation options. There are numerous strategies which can be employed to make the transiton to local programs less adversarial and more fun for everyone. This article provides a brief description of a federally funded project, Project REC (Recreation in Education and Community), which identified,[1]

BEST COPY AVAILABLE

and in some instances developed, strategies that promote inclusive community based recreation.

Project REC began by working with individuals with severe disabilities, discovering their preferences for recreation and then matching these preferences with available community options. Project staff then provided assistance to the individual and/or his/her family in participating in the selected activities. The level of assistance was based on the individual's needs.

Gradually, staff noted several patterns emerging. When community members worked together on some relatively simple steps, the inclusion process was more easily implemented. Second, at least one individual with knowledge about the individual wishing to gain access needed to be involved. Finally, regardless of glitches encountered, once a few individuals participated in activities, access for others was not nearly as difficult. As a result of these experiences, Project REC began assisting communities in developing recreation support networks.

These networks typically consisted of community based recreation providers, individuals with disabilities, parents and special education teachers, and occasionally human service agency representatives, regular education teachers, and special recreation providers. Networks members work together to identify barriers to inclusion and work to eliminate them. A key to the success of the networks is members' collaboration: Developing inclusive community based recreation is a shared responsibility.

Project REC is currently designing an implementation guide for individuals interested in developing their own recreation support networks. If you would like more information please write to: Project REC, Children's Hospital, 300 Longwood Avenue, Gardner 6, Boston, MA 02115.

PROJECT REC - HANGING OUT IN GIRL SCOUTS

Problem:

Overwhelmed by the complexity and workload created by the new OSHA Bloodborne Pathogens Standard?

WHAT DOES THE STANDARD REQUIRE?

Annual training of employees.
Vaccination against Hepatitis B.
Maintenance of medical & training reports.
Use of protective equipment such as gloves & goggles.
Employee training on how to handle contaminated materials.
Medical follow-up for exposed employees.

Solution

Spectrum Center's BLOODBORNE PATHOGENS COMPLIANCE KIT Provides guidelines, assessment tools, compliance materials and an easy-to-use Training Video for Proven results!

SPECTRUM

$275

For information about the OSHA Bloodborne Pathogens Compliance Kit, call 1-800-522-7432

The Institute Brief

-OPPORTUNITY-
-CHOICE-
-INTEGRATION-

Training & Research Institute for People with Disabilities May, 1991

Is There More to Life?

Why is it that when we think about recreation and leisure for individuals with disabilities, we generally assume that they only like to participate in that narrow range of activities designated for individuals with disabilities? And why is it that within this limited repertoire of activities, bowling and selected Special Olympic events always rank at the top? Not that bowling and Special Olympics are poor choices, but are we really giving individuals with disabilities a range of choices and the opportunities to engage in varied activities?

Opportunities to participate in various recreational and leisure activities are a crucial ingredient of a full life—no less for people with disabilities than for the rest of us. Although as professionals we often tend to forget this fact, simply having fun is an important part of life. Moreover, for individuals with disabilities, increased choices and opportunities for meaningful recreation and leisure in integrated settings (not solely with others who have disabilities) can provide a positive natural forum for increasing awareness and acceptance on the part of non-disabled people.

Thinking about approaches to recreation and leisure for individuals with disabilities requires us to ask ourselves why recreation and leisure—and particularly, integrated recreation and leisure — are important in the first place. Ultimately, the benefits of such activities lie not so much in learning particular skills (although this frequently happens and is desirable) but in making friends and having fun. Both individuals with disabilities and non-disabled people benefit from befriending each other.

If opportunity and choice are the key to enabling individuals with disabilities to have fun in activities that mainstream society enjoys, then why is this not happening? A combination of factors contribute to this situation: fear, a lack of knowledge or expertise, time and resources, and probably a general sense of not knowing where to begin. But helping people with disabilities enjoy regular community leisure activities does not require any specialized training or even more time and resources, but only a reallocation of resources and an openness to change. Resistance to change alone represents the major obstacle to providing people with disabilities the full spectrum of activities from which to choose to participate. Once we recognize the need to change, we need only proceed as we would for ourselves in identifying and pursuing new recreation and leisure activities.

leisure (lē'zhər, lĕzh'ər) n. [< L *licere*, to be permitted.]

-American Heritage Dictionary

It is characterized by feelings of mastery, achievement, exhilaration, acceptance, success, personal worth, and pleasure. It reinforces a positive self-image.

-David Gray*

Leisure. From the Latin word *licere*. What kind of society creates laws which demand that every person *be permitted* access to that society and all the benefits and hardships thereof, yet in practice does not *permit* every person the same opportunity and choice within that society?

*"Exploring Inner Space," *Parks and Recreation*, 7(1972), p. 19.

BEST COPY AVAILABLE

WHERE TO BEGIN

As in anything new that varies from the norm, the most dreaded thing you will hear is the word "But". This is usually preceded by something like, "That's really a great idea and makes a lot of sense, BUT. . ." The most important thing to remember in situations such as these is not to let the disability get in the way of participation. In this section we will attempt to answer some of these common concerns. The "But" stops here.

THAT'S A REALLY GOOD IDEA, BUT. . .	THIS WILL WORK BECAUSE WE WILL. . .
Why do we need to do this?	•Help enhance an old skill or gain a new one •Facilitate meeting new people •Remember the most important thing is to just have fun!
What can I do?	•Discover the persons interests; talk to and/or observe him/her; talk to the people that know him/her best. •Try different activities at appropriate levels. •Choose age appropriate activities. •Allow each individual to try various activities. The worst that can happen is he/she will have had the experience.
I don't know where to look for activities.	•Call the city/town recreation department or commission (look under "city name, city or, recreation" in the local phone book). Don't just ask about "special" activities, ask about all available activities •Call the local chamber of commerce or town clerk (ask for recreation information as well as a packet for new residents). •Contact the local schools (including colleges/universities). Talk to the person who answers the phone. He/she is usually the one who knows the most about what people are involved with. School advisors/counselors are great resources as well. •Contact Girl Scouts; Boy Scouts; YMCA; Boys and Girls Club; 4-H Club; the local gym; civic organizations such as the Knights of Columbus, Rotary, Kiwanis; groups with religious affiliations. •Talk to available people networks: parents, teachers, professionals, friends, neighbors, storekeepers. •Look in the TAB for their calendar of local events (free to many residents in the Greater Boston area), the Calendar section in the Thursday edition of the Boston Globe, and The Phoenix, a weekly paper. •Read the list of 133 activity ideas in this newsletter. •Remember that most people do not only participate in organized activities but also enjoy "hanging out in a wide variety of places.
Will the other program participants accept the person with the disability?	•Accompany the individual to the activity. Your interactions with the individual will set an example for everyone else. •Be available to answer questions as they arise.* •Discuss any fears or concerns through a disability awareness session. •Encourage interactions between all those involved. *Most kids are accepting of individual differences but they may have a lot of questions. Capitalize on this. Answer their questions openly and honestly. Not everyone will get along with the individual, but remember, that is normal. Some adults may be more concerned or less comfortable; however, with patience and understanding, and by utilizing the above tips, they will also learn.

(continued on page 5)

Summer Camp!

Integrating Summer Camps: A City-Wide Plan

After a great deal of planning and preparation, the Greater Waltham Association for Retarded Citizens (GWARC), together with cooperation from Project REC at Children's Hospital and the city camps, was able to help children with disabilities enroll in four city camps: Patriot Trails Girl Scout Camp, The Boy's and Girl's Club Camp, the Waltham City Camp and the YMCA Camp. GWARC staff were available to provide training to camp staff as well as support to campers.

Everyone involved with the GWARC camp operations was pleased with the results of the past summer. Other community camp personnel learned that including campers with disabilities did not change staffing, programming, or finances in any way. Those of us who had worked in separate camps learned that integration could be accomplished relatively easily due to the openness of the general public and the vision and commitment of those in leadership positions at GWARC.

This next summer, GWARC will be continuing its efforts with the city camps so that all individuals may have the widest range of community opportunities available to them. For more details about how a typically urban community can close down a segregated camp for children with disabilities and integrate the campers into existing summer programs, or if you would like your child to participate in one of the Waltham city camps, please contact Paula Rogerson, Recreation Specialist, Greater Waltham Association for Retarded Citizens, 56 Chestnut Street, Waltham, MA 02154.

Summer Camp: Managerial Tips for Enhancing Integration

- If your special needs camp is at the same location as another camp, make sure that schedules are the same and that there are not separate areas for some activities.
- Provide direct training to older campers on how they can include campers with disabilities in various activities. Talk directly about what disabilities are and allow them opportunities to ask questions.
- Provide immediate and consistent feedback to parents so that they don't worry. Photographs of kids having fun are great "success proofs."
- Assign someone such as the recreation director or a very experienced, mature counselor to float between campers, make sure they are all included in all activities, and be available in crisis situations.
- Be prepared for much less structure in regular summer camps. The campers will have no problems with this but parents and counselors need to understand that this is a normal situation.
- Don't force kids with disabilities to socialize with kids or participate in every activity. Just like everyone, they need a little time to adjust to the new situation. In many instances, if kids with and without disabilities are in the same area doing the same things, they will initiate the integration. Reinforce this.
- The roles of counselors should be meshed as much as possible so that all counselors are responsible for assisting all children. In other words, move away from the concept of "special" counselors for "special" campers.
- Give campers with disabilities the space and freedom to be a kid like everyone else. Fade into the background as much as possible and give others a chance to interact. Don't "hover" unnecessarily! When you can totally fade support because others are providing enough, do it!

BEST COPY AVAILABLE

Parent Guide for Sending Children to Camp

•Camp is a fun place. It is also a messy place. Don't send your child in brand new or fancy clothing.

•Camp is also very physical. If most of the children wear shorts and t-shirts to camp, your child should too.

•Don't forget to include your child's name (first and last!) on every piece of clothing (shoes and socks included). Make sure to mark clothing discreetly so your child will suffer no embarrassment. Keep in mind that it is a rule that children at camp loose things and no matter how well you mark their clothing, something will get lost.

•Good sneakers are a must! Children spend a lot of time running from activity to activity as well as running during the activity.

•Water fights, mud and drink spills all make for messy clothing--an extra set is a real added plus. Inquire at the camp office, often times, they have a special area to leave extra clothing so your child will not have to carry it all day.

•Children are often expected to change back and forth from swimsuit to clothes several times a day. Buttons, hooks and ties make this slow going for many children. Shorts with elastic waists are easier than zippers and snaps. Pullover shirts with a design on one side make it easy to see which way the shirt goes on. Shoes with velcro are much easier than pull-ons (which are difficult to get on wet feet) and ties (even if your child knows how to tie, velcro is quicker).

•Let counselors know your child's abilities and likes, not only what s/he dislikes or can't do (they will realize that soon enough!). This could be a growing experience for both of you.

•Even though it may be frightening, give your child permission to participate in special events and field trips. This way your child may remain a part of the group s/he is in. The counselors will ask if they have questions or need help. If you are too nervous to allow your child to participate independently for the first time, ask if you can come along.

•A strap can be used to secure glasses even if it is not normally used. Perspiration from the amount of activity at camp easily causes glasses to slip.

•Please do not send more than necessary with your child. An overstuffed backpack can become quite a burden when carried all over camp.

•Put sunscreen on your child in the morning instead of sending the entire bottle for your child to carry all day. If your child is extremely sensitive to the sun and will need applications throughout the day, check with the counselor and allow him/her to be responsible for the bottle.

•An extra juice box is wonderful for snack time

•Extra food that will not smash easily can be put in small bags for snack time. Do not put the bags in with lunch--children tend to eat whatever is in front of them at snack time, and lunch needs to be saved until lunch.

•Do not be afraid to let go of your child. If it doesn't work, nothing will be lost. If it does, your child may have some of the best times in his/her life!

•Be aggressive about finding your child a camp. Check out your resources and meet with people before enrollment time. The camp process starts in April, not the end of June.

•Take a deep breath, jump in and have a great summer!!!

WHERE TO BEGIN

THAT'S A REALLY GOOD IDEA, BUT. . .	THIS WILL WORK BECAUSE WE WILL. . .
Will the individual be able to compete with other participants (e.g. earn badges, win races, do dances)?	•Understand that the goals of integrated recreation are not only to develop skills, but to make friends and have fun. •Understand that being the best is not always the priority, it is being a part of something, to whatever extent possible. •Understand that taking risks and challenging ourselves is the only way we learn and grow.
Aren't there many activities that will be too difficult for individuals who have physical or cognitive limitations?	•Modify activities so that everyone can participate to their fullest. •Talk to other program participants and get suggestions for alternative ways of doing things. (E.g., other participants are often the ones who understand that just because a person cannot run, does not mean that they cannot hit the ball and have someone else run for them.) •Ask related professionals (P.T., O.T., Adaptive P.E.) for help.
What if an individual needs help with an activity, financial assistance, transportation or other support?	•Be Creative!!!!! •Utilize volunteers •Civic and religious organizations like the ones listed above can often provide volunteers and funding. •Check your local high school and colleges for volunteer organizations and honor societies. •Get listed in the *Youth Volunteer Opportunities Book** which is distributed to volunteer agencies in the Greater Boston area. •The *College Volunteer Contacts** and the *High School Volunteer Contacts** booklets list over 100 organizations which can provide any individual or group with volunteers. *1991 editions of all three of these books are available at minimal cost, from Voluntary Action Center, United Way of Massachusetts Bay, 2 Liberty Square, Boston, MA 02109-3966. •Organize a carpool with others at the activity. •Arrange a buddy system with other participants providing support when needed. •Go with the individual the first time(s) if he/she or others are nervous, or better yet, have a friend or volunteer go. Provide positive reinforcement to program leaders /facility owners/other participants. •Most importantly don't be afraid to ask and answer questions, try something new, jump in and have a great time!

133 things to do in your free time

go for a walk, build a sand castle, go sledding, make cookies, read a book to yourself, read a book to someone else, go to a club, go to a bar, fly a kite, go to a disco, take ballroom dancing lessons, check universities for ethnic folk dancing, have a food fight, go for a picnic, build a club house, dig a flower bed, check a video out from the library, watch an old movie on TV, make a collage, push a friend in a lake, go biking, watch the ships come in, go to an art museum, learn to ski, learn to swim, take a trip to a historical site, go snorkeling, go to a park and relax, go out for ice cream, go out for dinner, go to the movies, go to a play, put on a play, try something new, go scuba diving, learn CPR, take a computer class, join a singing group, take a music lesson, learn amateur radio, listen to music, go to a concert, hang out with friends, build a model train, make something out of clay, go to the mall, paint, make dinner for a friend, play baseball, play soccer, go bowling, shoot a few baskets, go for a scenic drive, go shopping, try hang gliding, play tennis, go ice skating, start a game of volleyball, toss a ball, climb a mountain, try curling, go camping, play shuffleboard, play cards, play a board game, go to a pet store, volunteer at the humane society, organize a neighborhood clean-up and picnic, organize your old photos, talk to an older relative, write a letter, draw a picture, go on a date, talk on the phone, buy a present for someone, pick wildflowers and arrange them, plant a tree, play golf, build a snowperson, throw stones into a stream, enter a pie eating contest, watch a parade, go to a flea market, go to an auto show, go to a county fair, celebrate an occasion, go to a transportation museum, go to an aquarium, travel abroad, travel locally, introduce yourself to your neighbor, visit a national park, have a barbecue, visit a state park, go for a run, write a poem, go rafting, go to a baseball game, go to a football game, drive a remote control vehicle, go to the horse races, watch a marathon, run a 5K, walk a 5K, play in the rain, take a hot bath, watch a monster truck show, ride a horse, play with a pet, feed a squirrel, build a birdhouse, paint a fence, skateboard, get a new haircut, get your nails done, go to a late late show, go to a record store, learn to fly, take a train ride, go out for pizza, make a pizza, order take out food for dinner, put up a hammock, go out for breakfast, play badminton, swing, make brunch for a friend, sleep in, go to a zoo, go for a boat ride, work out in a gym, take an aerobic class, go to a dog show

BEST COPY AVAILABLE

Ideas

Beth, who lives with three other roommates in a staffed apartment, is 43 years old and has multiple disabilities. She has always loved swimming and utilizes the separate program at the local Association for Retarded Citizens for participation in this activity. Recently, the staff at a nearby YMCA received training and reassurance that their program could include people of Beth's abilities. Although she is not yet a full member at the Y, Beth now goes to their adult swim one time a week.

Mickey is nine years old and also has multiple disabilities. In school, he attends a resource room and receives physical therapy services, but goes to physical education with other children in the school. Although physically integrated into P.E., Mickey did not participate with the other children. His partner in group activities was always the gym teacher. After meetings with the physical education department and the physical therapist, the project was able to help the teacher and the other kids through modeling and verbal instruction. Mickey now participates fully. (He still falls a lot, but he gets up.)

Project REC

Recreation in Education and the Community

Project REC is a three year federally funded project designed to work with children, parents, teachers and community recreation professionals. The project provides integrated recreation opportunities for children and young adults (ages 3 to 22) of all abilities in the communities of Newton, Waltham and Wellesley. For more information about this project, trainings or implementation methods call the project staff at 617/735-6914 or write to: Project REC, Children's Hospital, 300 Longwood Avenue, Gardner 6, Boston, MA 02115.

Recreation Resources

Information Center
Fort Point Place
27-43 Wormwood Street
Boston, MA 02210-1606
617/727-5540
800/462-5015
(voice and TDD)

The Information Center is a private, non-profit organization which provides comprehensive information, referral and problem-solving assistance on disability related issues including recreation.

Spaulding Community Access Line
Therapeutic Recreation Department
125 Nashua Street
Boston, MA 02114
617/720-6659

The Access Line will help any individual locate accessible recreation opportunities in the Boston Area. In addition they are able to provide information on adaptive equipment for recreation.

ADD-TECH
PO Box 341
Lincoln Center, MA 01773
800/875-7990

ADD-TECH maintains a computerized listing of over 17,000 assistive devices, including recreational devices, geared toward people with disabilities. They will provide vocal and/or printed information free of charge.

The Training and Research Institute for People with Disabilities is committed to activities which facilitate the independence, integration, and productivity of individuals with disabilities in community settings. The Institute activities include: training, research, technical assistance, and employment services.

For further information, please contact:

Dr. William E. Kiernan, Director
Training & Research Institute
for People with Disabilities
Children's Hospital
300 Longwood Avenue, Gardner 6
Boston, MA 02115
(617) 735-6506

Contributors to this issue:

Robin Friedlander
Debra Hart
Cheska Komissar
Sherril Moon
Margaret VanGelder

BEST COPY AVAILABLE

Appendix F

Textbook Featuring Project REC Demonstrations

NEW! A step-by-step guide to designing community recreation programs that everyone can enjoy!

Making School and Community Recreation Fun for Everyone

Places and Ways to Integrate

Edited by **M. Sherril Moon, Ed.D.,** Associate Professor of Special Education, University of Maryland, College Park

---

Remember the fun you had as a child, getting involved in local recreation programs—sports teams . . . summer camp . . . Boy Scouts and Girl Scouts . . . after-school clubs. Or the activities you enjoy now as an adult—community theater . . . art classes . . . workouts at the local health club . . . playing your favorite sport. All of these activities offer a wealth of opportunities for fun and friendships.

Now you can ensure that every child and adult in your community has a chance to enjoy these experiences! Turn to **Making School and Community Recreation Fun for Everyone: Places and Ways to Integrate,** an exciting new book that answers the challenge of inclusion with a *workable*, realistic plan for making community programs enjoyable for everyone.

Gain an abundance of valuable tips for successfully implementing inclusion

Faced with the question of how to introduce inclusion into your community, where should you begin? This insightful guide offers a multitude of ideas for re-designing existing, segregated programs to open them to individuals with a wide range of abilities. You'll get an abundance of practical hints, such as how to:

- *evaluate the effectiveness of current programs*
- *adapt facilities to make them more accessible*
- *set up disability awareness training*
- *identify flexible, easily modified activities*
- *encourage cooperation rather than competition*
- *stimulate community interest in new programs*

Make inclusion a reality at every level

Do you need specific guidance on how to integrate school recreation programs, summer camps, or adult activities? You can learn from people who have pioneered change in their own communities! More than just a basic guide to inclusion, this book equips you with cutting-edge strategies that have already proven successful as it describes an actual community that recently integrated its recreation programs. You'll also gain insight into creating integrated recreation for adults, implementing assistive technology, determining realistic play periods for children, and selecting appropriate toys for young children with disabilities.

Discover your own role in facilitating inclusion in your community

The opportunities for individual involvement at the community level are unlimited. This affirming book will encourage you by showing how much you can accomplish within your community as a community leisure facilitator and how you can teach others to begin the process of change right where they are. Plus, learn how inclusion can be accomplished simply and inexpensively by pooling the community's most valuable resources—the people themselves.

At every step in the inclusion process, this handbook will provide you with *reproducible* field-tested forms, illustrative case examples, up-to-date discussions of current legislation, and specific suggestions for making the transition as smooth as possible. Essential for families, advocates, volunteers, therapeutic recreation professionals, educators, and community service providers, this progressive book is for anyone who wants to make community programs an enjoyable part of every community member's life.

Order your indispensable copy of ***Making School and Community Recreation Fun for Everyone: Places and Ways to Integrate*** *today, and become an active participant in making inclusion a reality for the people in your community!*

Order: Stock #1553/Moon/School and Community Recreation/approx. $31.00
July, 1994/approx. 256 pages/7 × 10/paperback/ISBN 1-55766-155-3

Contents: A Foundation for Integration into School and Community Recreation (*Moon*)/***Section I:*** Getting Started—The Community Leisure Facilitator (*Moon, Hart, Komissar, Friedlander, Stierer, & Brown*)/Strategies for Successful Inclusion in School and Community Recreation Programs (*Moon, Stierer, Brown, Hart, Komissar, & Friedlander*)/Finding or Creating the Fun in Your Community or School (*Moon, Komissar, Friedlander, Hart, & Kiernan*)/***Section II:*** Legal and Technical Supports—The Impact of Federal Legislation on Recreation Programs (*Epstein, McGovern, & Moon*)/Recreation Accessibility and Activity Adaptations (*Moon, Hart, Komissar, & Sotnick*)/***Section III:*** Ages and Settings: Inclusion Across the Lifespan—Encouraging Play Using Commercially Available Toys for Young Children with Disabilities (*Kohl & Beckman*)/All Kids Can Have Physical Education the Regular Way (*Block*)/Promoting Integrated Recreation and Leisure Opportunities for Adults with Developmental Disabilities (*Walker*)/***Section IV:*** Inclusion in Action—A Model for Integrating County/Municipal Recreation Department Programs (*Hambrecht-Wagner, Wetherald, & Wilson*)/Integrating Summer Day Camps: A Process for City-Wide Change (*Moon, Rogerson, & Komissar*)/In-School Disability Awareness Training and Social Networking (*Zygmunt, Larson, & Tilson*)/Index.

Prices may be higher outside the U.S. Prices subject to change without notice.

This brochure is printed on recycled paper

Guaranteed 30-Day Free Trial
We want you to be completely satisfied with your purchase . . . Therefore, we offer you a 30-day examination period with no obligation. At any time within 30 days, you may return the book(s) for a full refund or credit. (Books must be in resalable condition and be accompanied by the invoice.)

FOR FAST DELIVERY,
call TOLL-FREE:
1-800-638-3775
or FAX **1-410-337-8539**

· P A U L · H ·
BROOKES
PUBLISHING Co
P.O. Box 10624, Baltimore, MD 21285

Contributors

Paula J. Beckman, Ph.D.
Associate Professor
Dept of Special Education
1308 Benjamin Building
University of Maryland
College Park, MD 20742

Martin Block, Ph.D.
Assistant Professor
Dept of Human Services
University of Virginia
405 Emmet St, Ruffner Hall
Charlottesville, VA 22903-2493

Patricia Brown, Ph.D.
Dir of Continuing Education
and Community Programs
Virginia Commonweath Univ
827 W Franklin St, PO Box 2508
Richmond, VA 23284

Rikki Epstein, M.Ed., CTRS
Program Manager
National Recreation and
Park Association
2775 S Quincy St, Suite 300
Arlington, VA 22206

Robin Friedlander
Community Recreation Liaison
Project REC
Children's Hospital
300 Longwood Ave, Gardner 6
Boston, MA 02115

Debra Hart, M.Ed.
Inclusion Specialist and
Project Director
Training and Research
Institute for People with
Disabilities
Children's Hospital
300 Longwood Ave, Gardner 6
Boston, MA 02115

William Kiernan, Ph.D.
Director
Training and Research
Institute for People with
Disabilities
Children's Hospital
300 Longwood Ave, Gardner 6
Boston, MA 02115

Frances L. Kohl, Ph.D.
Associate Professor
Dept of Special Education
University of Maryland
College Park, MD 20742

Cheska Komissar
Community Recreation Liaison
Project REC
Children's Hospital
300 Longwood Ave, Gardner 6
Boston, MA 02115

Melanie Sloniker Larson
Project Manager
Natural Supports Transition
for Students with
Moderate to Severe
Disabilities
TransCen, Inc.
451 Hungerford Dr, Suite 700
Rockville, MD 20850

John N. McGovern, J.D., CTRS
Executive Director
Northern Suburban Special
Recreation Association
PO Box 8437
Northfield, IL 60093-8437

Sherril Moon, Ed.D.
Associate Professor
Dept of Special Education
1308 Benjamin Building
University of Maryland
College Park, MD 20742

Paula Rogerson
Integration Specialist
483 Southampton St
South Boston, MA

Paula Sotnik
Coordinator
The Technology Training Project
PO Box 341
Lincoln Center, MA 01773

Gina Wagner, CTRS
Coordinator of Therapeutic Rec Programs and Community Integration Services
Howard Co Dept of Recreation and Parks
Executive Center, Suite 170
3300 N Ridge Road
Ellicott City, MD 21043

Pam Walker, MA
Research Associate
Research and Training Center on Human Integration
Center on Human Policy
200 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340

Laura Wetherald, CTRS
Supervisor of County Wide Programs
Howard Co Dept of Recreation and Parks
Executive Center, Suite 170
3300 N Ridge Road
Ellicott City, MD 21043

Billie Wilson, CTRS
Coordinator of Therapeutic Section
Montgomery Co Dept of Recreation and Parks
12210 Bushey Drive
Silver Spring, MD 20902

Laura L. Zygmunt, M.S.
School Community Based Teacher
Montgomery Co. Public Schools
14201 Wolf Creek Place
Silver Spring, MD 20906

Dedication

To Adelle Renzaglia and Paul Wehman, my teachers, mentors, and good friends with whom learning and working has always been fun! Thank you for teaching me so much about so many things, but especially about the importance of recreation for everyone.

Acknowledgments

I would like to thank Dr. Bill Kiernan and the rest of my colleagues at Boston Children's Hospital Training and Research Institute for People with Disabilities for supporting Project REC's efforts. Project REC, a project funded through OSERS from 1989 through 1993, would not have been so successful without the guidance and support from our project officer, Dr. Anne Smith. This project, which was responsible for the development of many of the activities and techniques described in this book, also succeeded because of the participation of so many great people in the metropolitan Boston area. The recreation activity participants, and recreation departments, schools, YMCA's, ARC's, Scouting group, and families in Newton, Wellesley, Waltham, and other towns were such a pleasure to work with.

I would also like to acknowledge the work in this area done by Stuart Schleien, Tip Ray, Paul Wehman, Paul Bates, Adelle Renzaglia, John Dattilo, Luanna Meyer, Susan Hamre-Nietupski, John Nietupski, Lou Brown, and their colleagues. Much in this book further validates the earlier and on-going work of these prolific researchers, practitioners, and writers.

My co-workers at the University of Maryland have also been incredibly supportative in my finishing this book. Phil Burke, my department chair, has been great as have the faculty members I work so closely with, especially Francey Kohl and Debra Neubert. Barb Gruber has really been helpful as we experiment together with integration techniques in the work we do in schools and community organizations. My deepest appreciation must go to

Carolynn Rice who typed and retyped a major portion of this manuscript. I absolutely could not have finished this without her.

Finally, I want to thank all the people at Brookes Publishing Company for encouraging my writing this book. The extra support, content suggestions, and thoughtful editing from Theresa Donnelly has made this a reality.

Preface

To some of us, it seems that things have moved slowly in the domain of leisure and recreation services that include people with disabilities. However, as change has occurred in recent years, it has brought with it a multitude of philosophical and programmatic initiatives. With the enactment of the Americans with Disabilities Act (ADA) in 1990, we moved from a time when therapeutic recreation usually meant separate or different activities for those with disabilities to a mandate for the integration of public and private recreation programs. Over time we discovered that instructing people with disabilities in leisure skills is not nearly as critical as creating supportive leisure environments where anyone can have fun. Developing awareness in participants without disabilities and providing a variety of supports for participants with disabilities has become central to integrated programs, overshadowing learner readiness or competence that was the focus of most therapeutic recreation or adaptive physical education situations just a decade ago.

Because integrated community recreation and leisure participation for people with significant disabilities is a relatively new concept, we have much less research or best practice data in this area as compared to the other life skill areas such as the academic or vocational domains. In other words, we are only at the point of trying anything and everything so long as participants seem to enjoy the effort. It's OK to make mistakes in the process as long as we are willing to try again and again and again! We have to be ready to discuss with the public people's "differences" on a continuing basis while at the same time making quick judgements about changing some participant's involvement when behavioral differences or attitudes of others becomes a barrier. We have to keep looking for activities, facilitators, and accepting program directors, and while doing this we have to support families and encourage their risk taking.

It's an incredible job but none could be more rewarding or fun when we see someone making a friend, playing a new sport, or learning a new hobby. Anything is possible and everything is worth a try. That's the beauty of working (playing) in this area and the challenge to us all!

SECTION I

Getting Started

As the preface and introductory chapter of this text indicated, including people with disabilities in typical school and community leisure or recreation activities is a relatively new idea. Research in this area, model programs, and the replication of successful integration strategies are just beginning. The three chapters in Section I summarize, describe, or, in some cases, illustrate in detail major concepts in integrated recreation according to the literature, but more importantly, according to real applications across school and community settings. These chapters build on the philosophy or a foundation for including all citizens in organized leisure opportunities presented in the first chapter.

Chapter 2 is devoted to the concept of using a community recreation or community leisure facilitator (CRF) or (CLF) to directly support people with disabilities as they begin to participate in school or community activities. Many experts assert that having a competent, dedicated person, either in a professional or volunteer capacity, serve as a CLF may be the most crucial element in the integration process. This chapter gives the "who, what, where, and when" of this kind of position. Organizations interested in coverting a more traditional job position to this or in starting a new CRF position should find the longitudinal data in this chapter from a program that did hire two CRF's most helpful.

Chapter 3 provides specific strategies that professionals, volunteers, and families can use to facilitate the integration of recreation activities. These "common sense" and unintrusive techniques revolve around participant, family, and activity provider preferences and satisfaction and are the framework for recreation program evaluation. Easy to use forms are provided that correspond to each of the strategies.

Chapter 4 rounds out this section with examples of integrated recreation activities that have occurred in typical schools or communities. Actual case studies accompany most examples through which the role of the facilitator described in Chapter 2 and the use of the strategies outlined in Chapter 3 are illustrated. These examples and case studies should guide parents, advocates, and professionals who are looking for places to start.

SECTION II

Legal and Technical Supports

During the past two decades a number of federal laws have been passed which, when enforced, assure that people with disabilities can enter school or community recreation programs. It is crucial that families, advocates, and program providers understand the implications of laws especially the most recent ones as ADA, IDEA, and the TECH-ACT which speak directly to the opening of regular recreation programs to any interested participant. Chapter 5 introduces federal legislation which has helped open the door of school and community activities to people with disabilities.

Technology, in large part, due to recent legislative mandates, has also provided more access to recreation programs. We have learned how to include more people by making a variety of physical or programmatic adaptations to an activity's rules, procedures, equipment, or physical environment. Chapter 6 specifies some of the most easily implemented adaptations and provides accessibility standards that have been mandated by the ADA.

SECTION III

Ages and Settings: Inclusion Across the Lifespan

The third section of this book contains three chapters, all of which are devoted to specific activities that can be integrated for pre-schoolers, children, teenagers, and adults. Chapter 7 shows how families, day care providers, and infant and pre-school educators can encourage integrated play by introducing young children to age-appropriate commercial toys. Chapter 8 targets the school-aged youngster or teen and provides guidelines for integrating physical education classes, the place where this age-group most often participates in sports, dance, and individual fitness programs. Chapter 9 addresses the issue of getting adults with developmental disabilities involved in typical leisure pursuits.

There should be something helpful for almost everyone in this section. The specifics will depend on which age group you are most interested in.

SECTION IV

Inclusion in Action

This final section brings it all together by showing how the right philosophy, facilitators, strategies, and knowledge about age group preferences can be used to change systems, whether it be community organizations, school programs, or entire municipalities. Chapter 10 provides a model for integrating municipal recreation and park departments, the traditional provider of most community leisure activities. Chapter 11 shows how day camps, the place where most school aged children spend at least some part of their summer, can be integrated. Finally, Chapter 12 gives ideas for providing disability awareness training in school programs to adolescents without disabilities. Helping this group accept their peers with disabilities and learn to facilitate integrated leisure participation will be the key to future efforts in this arena.

Appendix G

Data on the Role and Function of the CLF

Figure 3
CLF Time Sheet

Date	Activity	Student Contact*	Family Contact	Comm. Contact†	Office Hours ‡	Travel
Totals						

*Student Contact: includes combined groups of students with and without disabilities

†Community Contact: includes trainings, presentations, meetings, site visits

‡Office Hours: includes preparation for presentations, phone calls, written products and communication

RECREATION/LEISURE ACTIVITY LOG

DIRECT SERVICE						INDIRECT SERVICE			
ACTIVITY DATE	STUDENT CONTACT	INDIVIDUAL STUDENTS	FAMILY CONTACT	COMMUNITY/ SCHOOL PERSONNEL CONTACT	PRODUCT DEVELOPMENT	INDIVIDUAL PRODUCTS	OFFICE HOURS	TRAVEL TIME	PRESENT
	hr. # of								
TOTAL HOURS									
TOTAL PRODUCTS									

© Project REC, Training & Research Institute for People with Disabilities; this survey may be copied for private use but not for profit or publication

Table 1
Common Situations and Supports

Situation	Supports
Participant needs transportation	•Arrange carpool with other participants. •Work with organizations to initiate a carpool procedure for all participants during activity application process. •Provide travel training (e.g., bike, walk, public transportation, travel with peer). •Utilize family and friends. •Assist organization in procuring transportation (vehicles and/or services) for all participants. Utilize foundations and community civic organizations such as Kiwanis and Knights of Columbus for funding. •Utilize school transportation for all participants. Note: Whatever transportation is available to all participants should be available to participants with disabilities. Likewise, transportation available to participants with disabilities should be available to all participants.
Participant does not have prerequisite skills	•Modify or adapt activity (e.g., rule modifications, assistive devices). •Provide support (e.g., utilize volunteers to assist with activity or to help gain skills outside of activity). •Educate provider regarding benefits of partial participation. •Emphasize the need for interdependence and mutual support. •Work with organization to change policy of required skills. •Assist organization to offer similar activities without pre-requisites.
Activity is too expensive	•Many activities offer scholarships. Ask. •Apply to civic or religious organizations for assistance (e.g., Knights of Columbus, Rotary Club). •Assist organization in applying for funds so they might provide scholarships or subsidize fees. •Encourage sliding scale for all participants. •Encourage schools to offer programs for all children and to share the cost with the recreation department. Likewise, encourage the recreation departments to offer inclusive programming and share the cost with schools.
Full-time support is not available	•Utilize natural supports (e.g., other program participants, program leader). •Locate peers who enjoy same activity. •Identify volunteer organizations and recruit (e.g., United Way, college and high school groups). •Ask school principal, assistant principal, counselor, etc. to identify student volunteers.

Table 1 (continued)
Common Situations and Supports

Situation	Supports
Child goes to school out of district so meeting friends and transportation issues become more difficult	•Arrange for person to participate in after school activities in neighborhood school. •Assist activity in changing times to accommodate lateness in returning from school. •Identify peers in local neighborhood to participate in activities or hang out (see chapter ___). •Assist individual and family in learning about and understanding community options so they can make informed choices. •Advocate to parents to send child to neighborhood school.
Liability	•It's typically not a problem. Programs are not more liable for an individual with a disability then they are for individuals without disabilities.
Participant has no informal relationships (e.g., friends)	•Call neighborhood school and talk to principal, vice principal, counselor, etc. to identify kids interested in hanging out. •Locate older students to provide role-model/peer support. •Develop a local friendship club (see chapter ___).
Attitudes of others (e.g., program does not accept people with disabilities)	•Provide awareness training (see Tables ___ and ___). •Model positive attitudes/behavior (go to the activity with the person). •Focus on an individual's abilities and strengths. •It is illegal to bar people with disabilities from participating according to the Americans with Disabilities Act (ADA). Contact your state Executive Office on Discrimination.
Activity site is not accessible	•Become familiar with the rules and regulations of Title III (Public Accommodations) of the ADA. •Help site become accessible (e.g., help procure funding for building modifications). •Provide physical support (e.g. assistance moving wheelchair over dirt path). •Become familiar with local resources that provide low cost modifications (e.g., grab bars, ramps). •Move site.

Table 2
Tips for Training Families

- Parents are much better convincers for other parents than professionals. Utilize families who have already experienced integrated recreation to tell their personnal stories.
- Use audiovisuals (e.g., slides, videos); they make great success stories.
- Encourage recreation providers to discuss their programs during training.
- Leave plenty of time for answering questions and concerns.
- Be reassuring. Constantly repeat your offer of support.
- Give concrete examples (e.g., where to find activities and how to access them). Do not use lingo and do not "preach" to families.
- Provide transportation for parents to training if possible.
- Develop and provide handouts on community resources, including phone numbers and contact people.
- Demonstrate a willingness to meet one to one with parents and provide lots of follow-up (e.g. letters, phone calls).
- Be sensitive to history of segregated programs and fear of integration.
- Remember, many parents have a history of others' rejection of their child with a disability and are fearful it will happen again.
- While encouraging integration, do not discourage segregated activities. Remember, the bottom line is choice and opportunity.
- Provide food (e.g., coffee and donuts).

Table 3
Tips for Working with and Training Professionals

- Research and gather information on all community agencies (e.g., schools, parks and recreation, Parent Advisory Councils, ARC) with whom you are involved. This is an ongoing process.

- Promote the sharing of resources between agencies.

- Be careful not to compromise your standards/ philosophy to work with an agency, but be able to change enough to get things done.

- Identify or develop one or two people/positions in each agency as contacts for you and others.
- Have respect for the agencies' programs and territories. Give them lots of credit for any amount of help.

- Always give plenty of notice about meetings. Send personal letters and follow up with phone calls. Meet at times mutually acceptable to all.

- Getting the first child involved may take time. Remember, effort invested will have long term benefits for others who wish to become involved.

- Professionals who do not work with people with disabilities may need some basic introduction to a variety of disabilities.

- Give concrete examples of how to modify specific activities (modify examples according to your audience).

- Utilize a panel of professionals. People will listen to their colleagues more readily than you, an outsider. If you are not able to locate individuals for a panel, work with a few people individually and then utilize them for your panel.

- Be sensitive to the fear of people who have never worked with individuals with disabilities. Encourage questions and answer them openly and honestly.

- Address liability issues; remember they are the same for all participants regardless of ability.

- Address concerns that professionals may have about the other participants (e.g., they will not be accepting to individuals with disabilities, the individual with a disability will take too much attention away from other participants).

- Discuss laws (e.g., the ADA)

- Professionals who work with people with disabilities may fear loosing their jobs; demonstrate how jobs may change with integration, but will not be lost.

- Share ideas on policy modifications (e.g. eliminating prerequisite skills).

- Provide food (e.g., coffee and donuts).

Table 4
Actual CLF Activities

Organizations	Activities	Products
•Elementary, middle and high schools (20) -10 elementary -6 middle -4 high •YMCAs (4) -swimming -basketball -gymnastics -karate •Boy Scouts (6) •Girl Scouts (1) •Community Recreation Programs (7) -soccer -skiing -baseball card collecting -woodworking -swimming -arts and crafts -cooking •Horse Stables (1) •Theater Group (1) •4-H (1) •Summer Camps (10)	•Friendship Clubs •Integrated gym class •Soccer •Swimming •Cooking •Karate •Gymnastics •Woodworking •Theater •After school care •School activity period •Summer friendship group •Social Integration in school (lunch/recess) •Hanging out -football games -arcades -mall -movies -town carnivals -shooting hoops -pizza -getting hair done •Volunteering •Horseback Riding •Sailing •Basketball •Baseball card collecting club •School based social group •Gymboree •Dance lessons •Cross country skiing •Arts and crafts	•Community Access Survey •Community Recreation Survey •Leisure Interest Survey •Newsletter •Satisfaction Survey Instruments •Volunteer Questionnaire •Data Keeping Forms •Book Chapters, articles and monographs •Interviews -parents -people with disabilities •Brochures •Variety of Training Handouts

Table 5
Data From Two Full Time CLFs Over a Two Year Period

Total # students with disabilities	Total # students without disabilites	Hours with students*	Total # families	Hours with families	Total # community members †	Hours with community members	Product Hours/# Products ‡	Office Hours††	Travel Hours	Hours giving presentations
148	1,503	2,863	148	1,445	767	2,269	521/25	1,217	597	108

*Hours with students: includes combined groups of students with and without disabilities
†Total # community members: includes teachers, program leaders, agency members
‡Product Hours/# Products: includes newsletters, journal articles, brochures
††Office Hours: includes written communication, preparation for presentations, phone calls

Figure 1
Advertisement for The Boston Globe

COMMUNITY LEISURE FACILITATOR: POSITION OPEN IMMEDIATELY TO COORDINATE 3 YEAR PROJECT to assist school aged children and adolescents with severe disabilities participate in regular community and school leisure activities in the Boston, MA area. We are looking for highly energetic people who can work very flexible hours, want direct involvement in integrated leisure programs, can produce written products, and provide a variety of inservice training formats. Masters degree or Bachelors with 3 years experience in severe disabilities or therapeutic recreation and at least two years experience in integrated or community based programs for people with severe disabilities; must also demonstrate ability to provide technical assistance and produce written products. Salary and benefits competitive. Please send letter of interest and resume to: Sherril Moon, Gardner 6, 300 Longwood Ave., Children's Hospital, Boston, MA 02115. 617/735-6914.

Appendix H

Data from Study on Leisure Preferences of Students without Disabilities

Table 1
Survey Participants by Age and Gender

Gender Age Group	MALES	FEMALES
3-5	33	24
6-8	54	64
9-11	65	71
12-15	67	51
16-18	40	90
19-22	22	38

Table 2

Most frequently chosen activities for top three categories in response to "What do you do for fun or in your free time?"

Toys		Sports		Individual Activities	
name	# of respondants	name	# of respondants	name	# of respondants
nintendo	68	sports	65	tv	101
play games	16	basketball	58	read	83
computer	14	baseball	55	listen to music	45
toys	13	bike	53	listen to radio	14
video games	11	swim	42	sleep	14
figures	11	football	20	pets	12
dolls	9	soccer	20	eat	9
board games	6	skateboard	16	drugs	6
barbies	6	exercize	15	collect comics	4
blocks	5	hockey	13	read comics	3
cards	4	tennis	9	get nails done	2
gameboy	4	rollerskate	8	make airplanes	2
puzzels	4	bowl	7	motorcycle	2
squirt guns	3	gymnastics	7	plant	2
toy cars	3	run	6		
legos	3	tag	6		
monopoly	2	swing	5		
		track	5		

Note. The Toys and Individual Activities categories include all toys/activities which had more than one response. The Sports category includes all sports that had more than five responses. All numbers are real numbers and not percentages.

Table 3

Which sports/physical activities do you most enjoy?

Most frequently named sports/physical activities for each age group

Age \ Gender	Females				Males			
3-5	swimming (29%)	running (25%)	playground equipment (21%)	bike (17%)	baseball (36%)	soccer (30%)	basketball (27%)	playground equipment (21%)
6-8	swimming (34%)	soccer (27%)	baseball (20%)	Kickball (13%)	baseball (65%)	basketball (43%)	soccer (41%)	football (20%)
9-11	basketball (42%)	soccer (41%)	baseball (27%)	swimming (24%)	baseball (42%)	soccer 28%	basketball (27%)	hockey (18%)
12-14	basketball (53%)	soccer (31%)	softball (25%)	tennis volleyball swimming (20%)	baseball (55%)	basketball (42%)	football (37%)	hockey (18%)
15-17	swimming (27%)	softball (23%)	basketball 21%)	tennis (20%)	basketball (53%)	football (45%)	baseball (43%)	hockey (28%)
18-22	swimming (26%)	tennis (21%)	softball (18%)	tennis (20%)	basketball (53%)	football (45%)	baseball (43%)	hockey (28%)

BEST COPY AVAILABLE

Table 4
What musical instruments do you play?

Type of Instrument Age	Brass	Keyboard	Percussion	Voice	String	Wind
3-5	0%	9%	5%	37%	11%	9%
6-8	0%	12%	3%	16%	8%	14%
9-11	6%	34%	6%	13%	13%	26%
12-14	1%	18%	4%	15%	13%	19%
15-17	2%	7%	2%	17%	7%	6%
18-22	0%	17%	3%	12%	15%	3%

BEST COPY AVAILABLE

Table 5

Organized Groups/Lessons (sorted by category)

Sports (51%*)		The Arts (28%*)	Social (18%*)	
aerobics	kickball	art class	4-H Club	play group
baseball	lacrosse	arts and crafts	AA	Portuguese Club
basketball	parks and recreation	ballet lessons	afterschool daycare	prom committee
bowling	scuba diving	band	boy scouts	sorority
cheerleading	skateboarders club	bass ensemble	boys and girls club	student council
coach sports	skating	chorus	Brownies	summer camp
color guard	skating lessons	dance	camp	teen club
cross-country	skiing	dance lessons	camp fire	Tiger Cubs
exercise	soccer	drama	CASPAR	volunteer
fishing club	softball	Indian dancing	chess	Yearbook Committee
fitness center	sports	jazz	chumpers club	youth group
floor hockey	stickball	knitting club	class day committee	
football	stilting	music	class officer	
golf	street hockey	music lessons	Cub Scouts	
gym class	swim lessons	orchestra	CYO	
gymnastics	swim team	painting class	day care	
gymnastic lessons	swimming	role playing game club	EDP	
hiking lessons	T-ball	singing group	fraternity	
hockey	tennis	tap	friendship club	
horseback riding	track	theater	Girl Scouts	
ice skating	volleyball	violin lessons	honor society	
ice skating lessons	waterskiing lessons	woodworking lessons	JCC	
intramurals	wrestling		Methodist Youth Fellowship	
karate	YMCA			

*Percentages represent number of timesactivities in the category were indicated by students surveyed.

BEST COPY AVAILABLE

Table 5 (continued)

Organized Groups/Lessons (sorted by category)

Religious (10%)	Academic (5%)	Political (4%)	Other (2%)
CCD	academic decathlon	Alliance Against Discrimination	Club House Team
church	book club	Kadima Club	model club
church ensemble	business coop	NAACP Youth Council	party time club
friends meeting	Chinese lessons	NROTC	Pathfinders
Hebrew school	computer lessons	SADD	planting group
monthly retreat	Cosmos science		quiet creek
peer ministry	DECA		redmen
Sunday school	French Club		spy club
	Greek school		spy war club
	homework club		Teddy Bear Chums
	Italian school		war club
	Police Explorers Club		wrecking club
	reading group		Burger King Kids Club
	SAT lessons		Mickey Mouse Club
	scholarship organization		Nintendo Club
	speaking		Rocky Horror Picture Show Fan Club
	teach		Teenage Mutant Ninja Turtles Club
	TEC intern		WLVI Kids Club
	theory class		
	Thomas Jefferson Forum		
	Vietnamese lessons		

Table 6

Would you Consider Inviting a Person with a Disability to Join You in "Having Some Fun?"

Response / Age	YES	NO	NOT SURE	NO ANSWER
3-5	59%	16%	18%	7%
6-8	62%	13%	24%	1%
9-11	55%	4%	39%	2%
12-14	54%	5%	35%	6%
15-18	56%	2%	40%	2%
19-22	68%	2%	27%	3%

BEST COPY AVAILABLE

Figure 1

What do you do for fun?

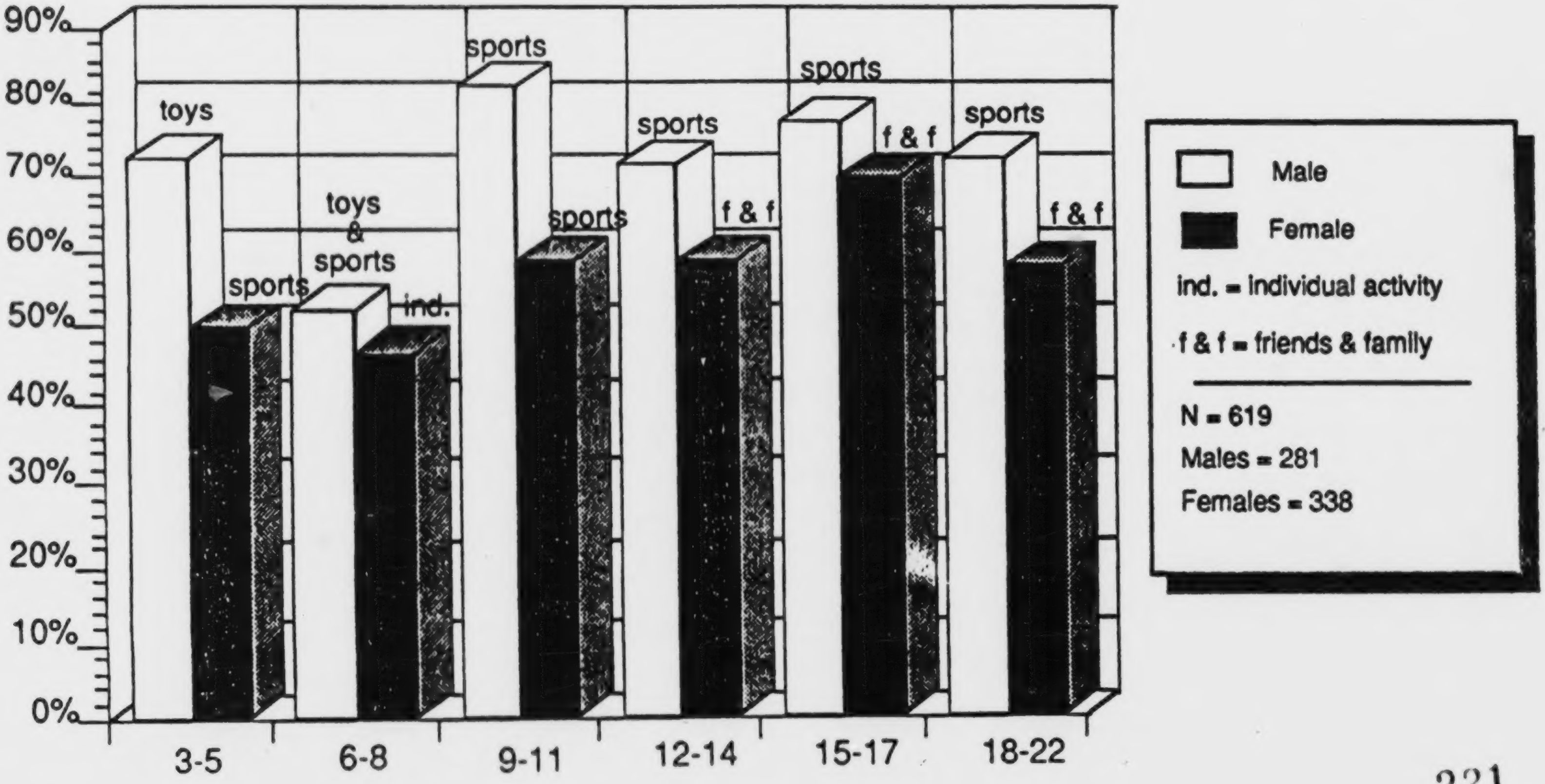


Figure 2

When you do something for fun, how many people are usually with you?

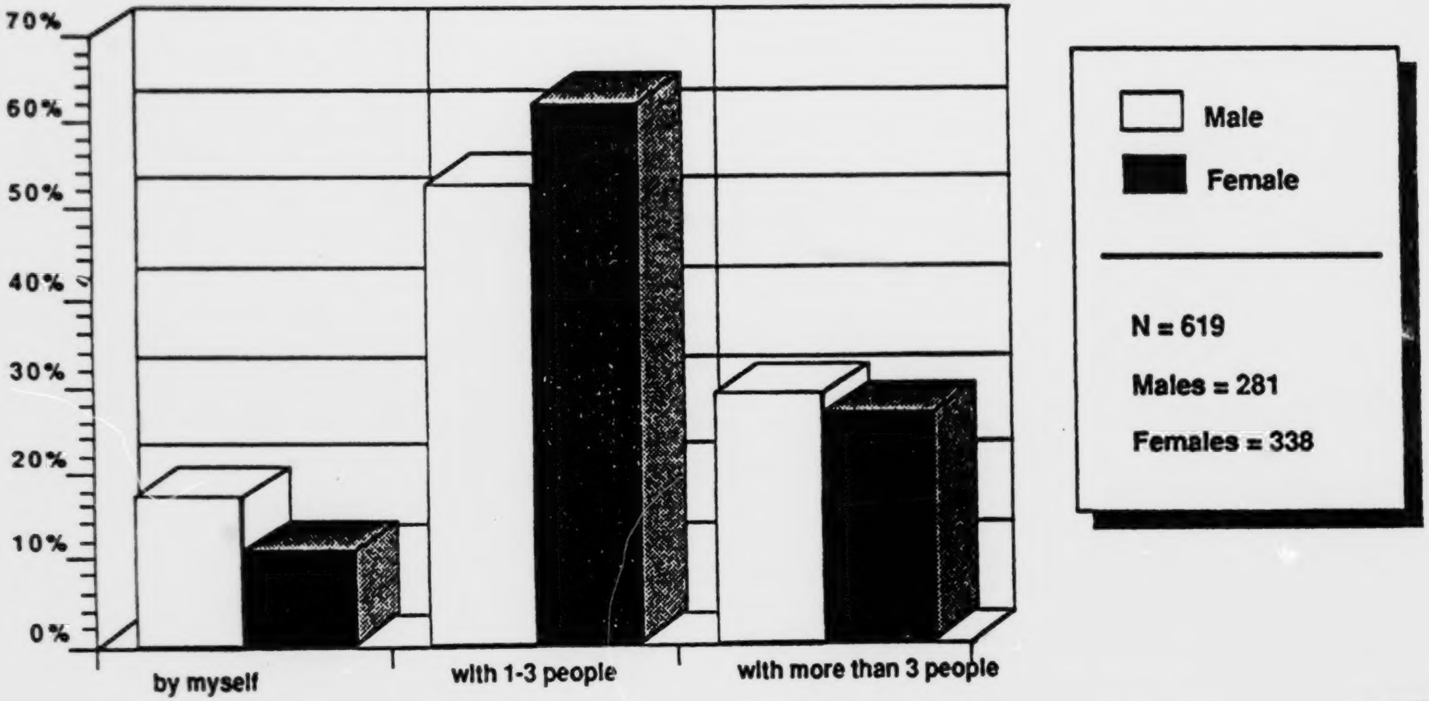


Figure 3

What type of transportation do you use?

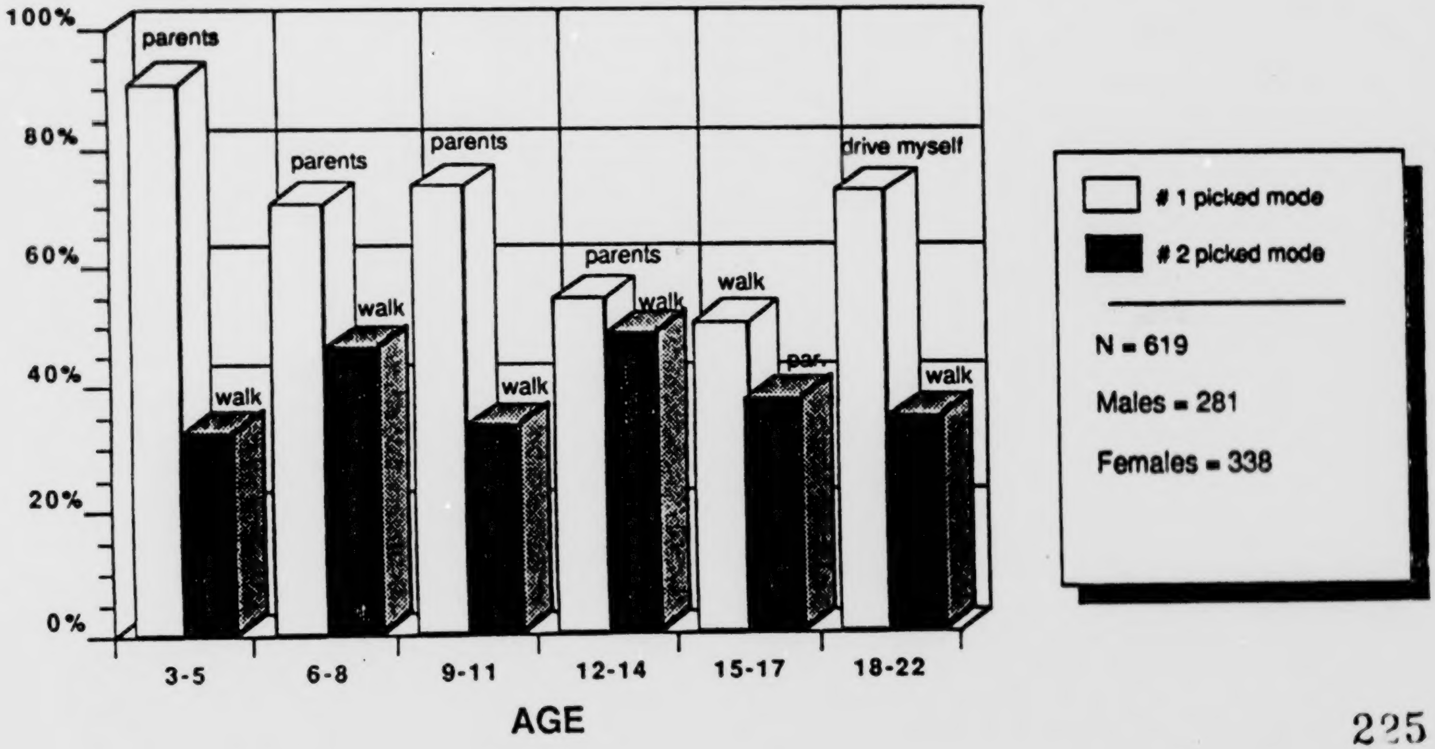
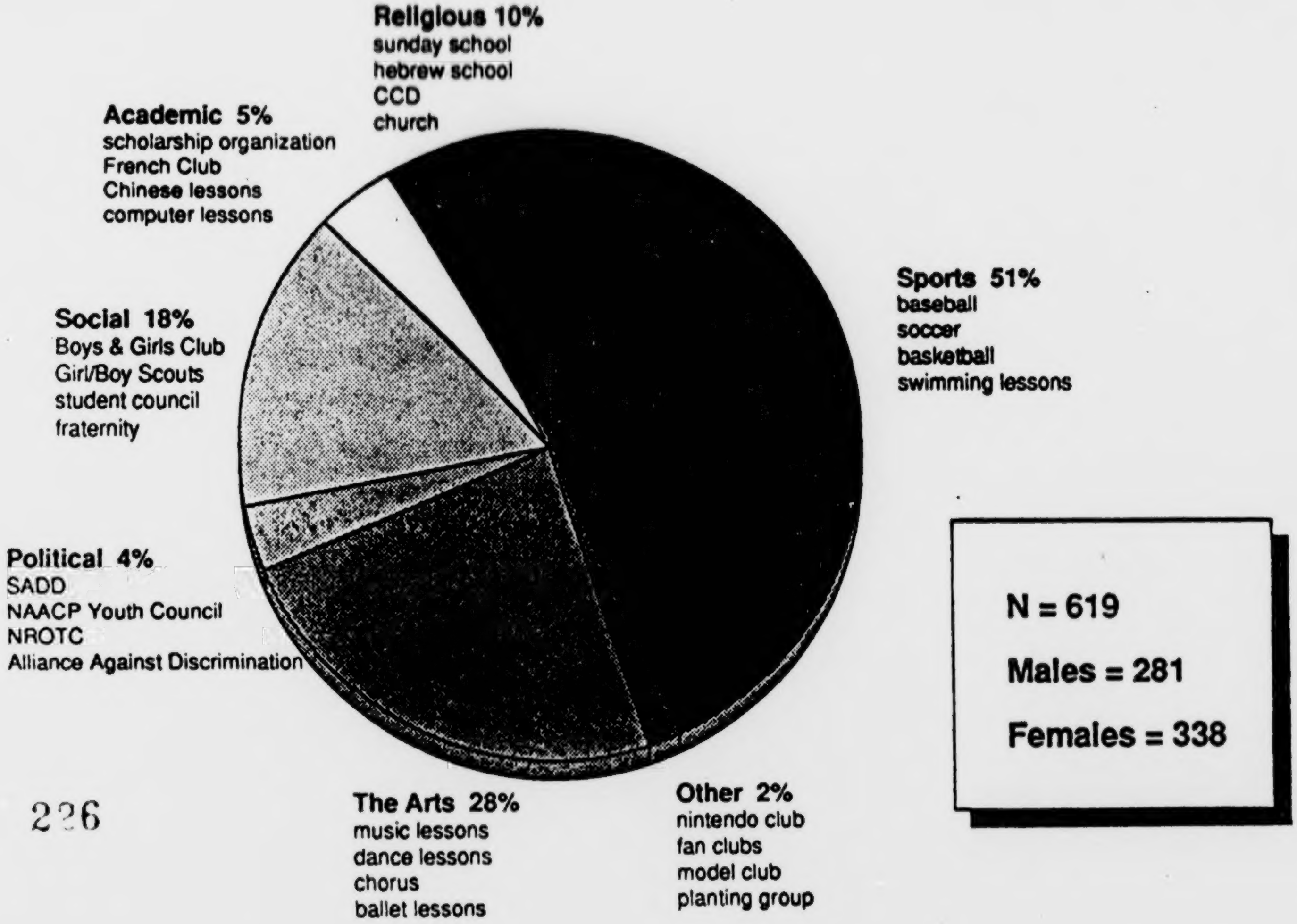


Figure 4
Most frequently chosen organized groups/lessons listed by category



Appendix I

Abstract from New Project REC Proposal

Project REC
Inservice Training for Recreation in Education and the Community
Abstract

Project REC (Recreation and Education in the Community) at the Training and Research Institute for People with Disabilities (the Institute), Children's Hospital, Boston has realized the need for developing a support network of trained professionals and community members to promote the inclusion of students with severe disabilities in a variety of leisure and recreation programs. In order to accomplish this, the Institute is applying for funds under Priority 4: Model Inservice Training Projects. This project will:

- Provide inservice training on team building and recreation to a minimum of fifteen teams including at least 90 parents and professionals (a combination of the following will be included: special and regular educators, job coaches, advocates, students with severe disabilities, parents, recreation professionals and adaptive and regular physical educators), as well as provide additional workshops for a minimum of 100 special education teachers.
- Develop training materials for teams of special education teachers, recreation professionals and parents on the inclusion of students with severe disabilities in formal and informal recreation both in and out of school.
- Provide on-site follow-up training and support to individual teams and their organizations 1, 3, 6 and 12 months after training and as needed.
- Disseminate training materials.

Training will be provided in local communities to teams involved with students with severe disabilities, their families and their communities. Continuing Education Credits (CECs) will be available through the University of Massachusetts as well as through professional organizations such as the National Recreation and Park Association (NRPA) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). During the three year project period, a minimum of 48 special educators, community recreation service providers and parents from eight community and school based programs will receive training utilizing traditional instruction methods in combination with supervised field-based follow-up training. It is estimated that over 160 additional staff will receive training from the follow-up services. Furthermore, the participation of others in recreational activities and the utilization of community volunteers will effect a wide number of community members. Additional workshops will be held specifically for special education teachers (e.g., presentations upon request of local communities) to assist them in accessing recreation services for their students as well as developing teams in their school districts. A further 500 or more special educators, recreation providers and parents will benefit through material dissemination efforts.

A unique element of the proposed training is the provision of on-site technical assistance to individuals from each team. The technical assistance will be based on each team's detailed objectives and work plans developed during the inservice training (e.g., assisting with organizing a volunteer pool, addressing liability and attitudinal barriers, facilitating networks between teams and community supports). Project staff will utilize a problem solving approach to achieve the resolution of all barriers. Technical assistance will be uniformly provided one month, three months, six months and twelve months after the training as well as on an as needed basis. Creating networks which link school and community resources to families and ensuring that they are geographically located so as to be able to assist the greatest number of surrounding communities will ensure the continuation of project activities upon training completion.

The training materials will address the needs of students ages 3-22 and include all disabilities as well as cultural diversity with an emphasis on team building. This will be achieved through the development of multiple training modules which will include both formal and informal activities for different types of communities and different ages, and will be disseminated nationally through existing networks (e.g., National Therapeutic Recreation Society, National YMCA, Massachusetts Recreation and Park Association) as well as new sources.

Appendix J

Cover Letter to ERIC

UNIVERSITY OF MARYLAND AT COLLEGE PARK

DEPARTMENT OF SPECIAL EDUCATION

December 10, 1993

Ms. Janet Drill
ERIC Clearinghouse on Disabilities and Gifted Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

Dear Ms. Drill:

Enclosed is the final report for Project REC, OSERS Grant # H086U00030, which was awarded to the Training and Research Institute for People with Disabilities at Boston Children's Hospital from May, 1990 through April, 1993. Dr. William Kiernan at Children's Hospital and I served as co-investigators of this grant.

I have also enclosed several products which we disseminated as part of the project's activities. Please consider using these as part of the ERIC library. For other copies or further information on these products, contact me at (301) 405-6491.

Sincerely,

Sherril Moon

M. Sherril Moon, Ed.D.
Associate Professor

MSM/cyr

Enclosures

COLLEGE OF EDUCATION • 1308 BENJAMIN BUILDING • COLLEGE PARK, MARYLAND 20742-1121 • (301) 405-6514 • FAX (301) 314-9158 • TDD: (301) 405-6499

A Guide to Assistive Technology Resources & Adaptations

BEST COPY AVAILABLE

Accessibility and Adaptations Resources

Organizations

ABLEDATA
8455 Colesville Road, Suite 935
Silver Spring, MD 20910
(800) 346-2742 (voice and TDD)

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
1900 Association Drive
Reston, VA 22091
(703) 476-3400

Assistive Devices Information Network
University of Iowa Hospital School
Iowa City, IA 52242
(319) 356-0768

Basketball - National Wheelchair Basketball Association
110 Seaton Building
University of Kentucky
Lexington, KY 40506
(606) 257-1623

Camping - Office of Special Programs and Populations
National Park Service
U.S. Department of the Interior
P. O. Box 371127
Washington, D.C. 20013
(202) 343-3674

Canoeing - American Canoe Association
Disabled Paddlers Commission
P. O. Box 1190
Newington, VA 22122
(703) 550-7495

Closing the Gap
P. O. Box 68
Henderson, MN 56044
(612) 248-3294

Fishing - Physically Challenged Outdoorsman's Assoc.
3006 Louisiana Avenue
Cleveland, OH 44109

Horseback Riding
North American Riding for the Handicapped Assoc. (NORHA)
P. O. Box 33150
Denver, CO 80233
(303) 452-1212

National Center on Accessibility
Bradford Woods/Indiana University
5040 State Road 67 N
Martinsville, IN 46151
1 (800) 424-1877 or (317) 349-9240 (voice or TDD)

National Handicapped Sports
451 Hungerford Drive, Suite 100
Rockville, MD 20850
(301) 217-0960 (voice) (301) 217-0963 (TDD)

National Lekotek Center
2100 Ridge Avenue
Evanston, IL 60204
(708) 328-0001

National Parks Service, Special Programs
and Populations Branch
Department of the Interior
P. O. Box 37127, Suite 610
Washington, D.C. 20013-7127
(202) 343-3674

National Recreation and Park Association (NRPA)
2775 S. Quincy Street, Suite 300
Arlington, VA 22206-2204
(703) 820-4940

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800) 34-NARIC (301) 588-9284 (local and TDD)

National Technology Center
American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(212) 620-2077

Outdoor Adventure - Wilderness Inquiry
1313 Fifth Street, SE, Box 84
Minneapolis, MN 55414-1546
(612) 379-3858

RESNA (Association for the Advancement of
Rehabilitation Technology)
1101 Connecticut Ave, NW, Suite 700
Washington, D.C. 20036
(202) 857-1140 (voice/TDD)

Quad Rugby
U.S. Quad Rugby Association
2418 West Fallcreek Court
Grand Forks, ND 58201
(701) 772-1961

Racquetball - U.S. Wheelchair
Racquet Sports Association
1941 Viento Verano Drive
Diamond Bar, CA 91765
(714) 574-1150

Recreation Information Management
U.S. Dept. of Agriculture,
Forest Service
201 14th Street, SW
Washington, D.C. 20250
(202) 382-9402

Sailing
National Ocean Access Project
Sailing Programs for People
with Disabilities
(301) 217-9843

Snow Skiing - National
Handicapped Sports Association
451 Hungerford Drive, Suite 100
Rockville, MD 20850
(800) 966-4NHS
(301) 217-0960

Special Olympics, Inc.
1350 New York Ave, NW
Suite 500
Washington, D.C. 20005
(202) 628-3630

Special Recreation, Inc.
International Center on
Special Recreation
362 Koser Avenue
Iowa City, IA 52246-3038
(319) 337-7578

Tennis - National Foundation
of Wheelchair Tennis
941 Calle Amanecer, Suite B
San Clemente, CA 92672
(714) 361-6811

US Architectural and Transportation
Barriers Compliance Board
1111 18th Street, NW, Suite 501
Washington, D.C. 20036-3894
(800) USA-ABLE (voice/TDD)

Water-Skiing
American Waterski Association
Disabled Ski Committee
681 Bailey Woods Road
Dacula, GA 30211
(404) 995-8528

Magazines/Newsletters/Catalogs

Access to Recreation
2509 E. Thousand Oaks
Suite 430
Thousand Oaks, CA 91362
(800) 634-4351

Disabled Outdoors - quarterly publication
5223 South Loral Avenue
Chicago, IL 60638
(312) 284-2206 or (708) 366-8526

Disabled Sportsman
33012 Lighthouse Court
San Jan Capistrano, CA 92675
(714) 661-2132

The Exceptional Parent - published eights times each year by
Psy-Ed Corporation
1170 Commonwealth Ave, 3rd Floor
Boston, MA 02134
(800) 247-8080

The Journal of Physical Education, Recreation & Dance -
published monthly by AAHPERD

Parks & Recreation - published monthly by the National Recreation and Park Association (NRPA)

Recreation ... Access in the 90's - bimonthly newsletter published by NRPA

Sports 'N Spokes - bimonthly publication from
Paralyzed Veterans of America
5201 North 19th Avenue, Suite 111
Phoenix, AZ 85015
(602) 246-9426

Manufacturers/Distributors of Adapted Equipment

Childcraft Education Company
20 Kilmar Road
Edison, NJ 08817
(201) 572-6100

Constructive Playthings
1227 E 119th Street
Grandview, MO 64030
(815) 761-5900

Crestwood Company
Communication Aids for Children & Adults
6625 N. Sidney Place
Milwaukee, WI 53209-3259
(414) 352-5678

Developmental Learning Materials
and Teaching Resources
P.O. Box 2000
Allen, TX 75002
(214) 727-3346

Discovery Toys
619 Atlantic Hill Drive
Eagan, MN 55123
(612) 454-7326

Fitness Trend/Fitness Systems
P.O. Box 266
independence, MO 64051
(800) 821-3126

Flaghouse, Inc.
150 N Macquesten Parkway
Mt. Vernon, NY 10550
(914) 699-1900

Fred Sammons, Inc.
Box 32
Brookfield, IL 60513
(800) 323-5547

J.A. Preston Corporation
60 Page Road
Clifton, NJ 07012
(800) 631-7277

Salco Toys
RR 1, Box 59
Nerstrand, MN 55053
(507) 645-8720

Sammons Pediatric Catalog
145 Tower Drive
Burr Ridge, IL 60521
(800) 323-5547

Simplified Technology for
the Severely Handicapped
Linda J. Burkhart
8503 Rhode Island Avenue
College Park, MD 20740
(301) 345-9152

Skill Development Equipment Co.
P. O. Box 6300
Anaheim, CA 92807
(714) 524-8750

Sportime
2905 E. Amwiler Road
Atlanta, GA 30360
(800) 241-9884

Theraplay Products
PCA Industries, Inc.
2924 40th Avenue
Long Island City, NY 11101
(718) 784-7070

Toys for Special Children
385 Warburton Avenue
Hastings-on-Hudson, NY 10706
(800) 832-8697

Adapted Physical Education, Leisure Education, and Therapeutic Recreation

Adams, R., & McCubbin, J. (1991). Games, sports, and exercises for the physically handicapped (4th ed.). Philadelphia: Lea & Febiger.

Austin, D.R., & Crawford, M.E. (1991). Therapeutic recreation: An introduction. Engelewood Cliffs, NJ: Prentice Hall.

Bender, M., Bramman, S., & Verhoven, P. (1984). Leisure education for the handicapped: Curriculum goals, activities, and resources. San Diego: College-Hill Press.

Dattilo, J., & Murphy, W.D. (1991). Leisure education program planning: A systematic approach. State College, PA. Venture Publishing, Inc.

Goodale, T., & Witt, P. (Eds.). (1991). Recreation and leisure: Issues in an era of change. State College, PA: Venture Publishing, Inc.

Halle, J., Gabler-Halle, D., McKee, M., Bane, S., & Boyer, T. (1991). Enhancing the aerobic fitness of individuals with moderate and severe disabilities: A peer mediated aerobic conditioning program. Champaign, Ill: Sagamore Publishing, Inc.

Musselwhite, C.R. (1986). Adaptive play for special needs children: Strategies to enhance communication and learning. San Diego: College-Hill Press.

Peterson, G.A., & Gunn, S. (1984). Therapeutic recreation program design: Principles and procedures. Englewood Cliffs, NJ: Prentice Hall.

Sherril, C. (1986). Adapted physical education and recreation. Dubuque, Iowa: William C. Brown, Publishers.

Winnick, J.P. (Ed.) (1990). Adapted Physical Education and Sport. Champaign, Ill: Human Kinetics Books.

Assistive Technology

Church, G., & Glennen, S. (1992). The handbook of assistive technology. San Diego, CA: Singular Publishing Groups, Inc.

Information and Resources on the Americans with Disabilities Act

President's Committee on Employment of Persons with Disabilities
1331 F Street, NW
Washington, DC 20004-1107
(202)376-6200

(202)376-6205 (TDD)

US Department of Justice
Civil Rights Division
Coordination and Review Section
PO Box 66118
Washington, DC 20035-6118
(202)514-0301
(202)514-0381 (TDD)

US Architectural and Transportation Barriers Compliance Board
1111 18th Street, NW Suite 501
Washington, DC 20036-3894
1-800-USA-ABLE (Voice or TDD)

US Senate Subcommittee on Disability Policy
113 Senate Hart Office Building
Washington, DC 20510
(202) 224-6265

Integrated or Community Leisure/Recreation and Social Networks/Friendships

Bullock, C., Wohl, R., Webreck, T., & Crawford, A. (1982). LIFE Resource and training manual. Chapel Hill, NC: Project LIFE, University of North Carolina.

Cooley, E. (1989). Fostering friendships: A manual for implementing a volunteer program that pairs community members with children with disabilities. Eugene, OR: Oregon Research Institute.

Datillo, J. (1991). Recreation and leisure: A review of the literature and recommendations for future directions. In L.M. Meyer, C.A. Peck, & L. Brown (Eds.). Critical issues in the lives of people with severe disabilities (pp. 126-137). Baltimore: Paul H. Brookes.

Forest, M. (1987). More education/integration: A further collection of readings on the integration of children with mental handicaps into the regular school system. Downsview, Ontario: The G. Allan Roeher Institute, York University.

Forest, M. (1989). It's about relationships. Toronto: Inclusion Press.

Kelly, J., & Frieden, L. (Eds.). (1989). Go for it. Orlando, FL: Harcourt Brace Iovanovich, Publishers.

Mount, B., Beeman, P., & Ducharme, G. (1988). What are we learning about bridge-building? Manchester, CT: Communities, Inc.

Nisbet, J. (Ed.). (1992). Natural supports in school, at work, and *in the community for people with severe disabilities*. Baltimore: Paul H. Brookes Publishing Co.

O'Brien, J., & Lyle O'Brien, C. (1991). *Members of each other: Perspectives in social support for people with severe disabilities*. Lithonia, GA: Responsive Systems Associates.

Perske, R. (1988). *Circle of friends*. Nashville: Abington Press.

Ray, T. (1991). *SCOLA leisure activity guide*. Ramsey, Co., Minnesota, ARC.

Rynders, J., & Shcleien, S. (1991). *Together successfully: Creating recreational and educational programs that integrate people with and without disabilities*. Arlington, TX: ARC of the United States.

Schleien, S., & Ray, T. (1988). *Community recreation and persons with disabilities: Strategies for integration*. Baltimore: Paul H. Brookes.

Snow, J. (1991). *Dreaming, speaking, and creating: What I know about community*. Toronto: Centre for Integrated Education and Community.

Wehman, P., & Schleien, S. (1981). *Leisure programs for handicapped persons: Adaptations, techniques, and curriculum.* Austin, TX: PRO-ED.

Wilcox, B., & Bellamy, G.T. (1987). *The activities catalog: An alternative curriculum for youth and adults with severe disabilities*. Baltimore: Paul H. Brookes.

Severe Disabilities

Falvey, M. (1989). *Community based curriculum: Instructional strategies for students with severe handicaps (2nd Ed.)*. Baltimore: Paul H. Brookes.

Meyer, L., Peck, C., & Brown, L. (Eds.) (1991). *Critical issues in the lives of people with severe disabilities*. Baltimore: Paul H. Brookes.

Ovelove, F., & Sobsey, D. (1987). *Educating children with multiple disabilities: A transdisciplinary approach*. Baltimore: Paul H. Brookes Publishing Co.

Snell, M.E. (Ed.) (1993). *Instruction of students with severe disabilities*. Columbus, OH: Charles E. Macmillan Publishing Co.

Taylor, S.J., Bilken, D., & Knoll, J. (Eds.) (1987). *Community integration for people with severe disabilities*. New York:

Teachers College Press.

Manufacturers/Distributors of Accessible Fitness Equipment

Accessible Fitness Systems
925 Harbor Lake Drive
Suite B
Safety Harbor, FL 34695

Easy Access
885 2nd Street North
Building A
Safety Harbor, FL 34695

Fitness Trend/Fitness Systems
PO Box 266
Independence, MO 64051
(800) 821-3126

Helm Distributing
911 Kings Point Road
Polson, MT 59860

Invacare
899 Cleveland Street
Elyria, OH 44036

Pro-Max
2200 Northeast 65th Avenue
Suite C
Vancouver, WA 98661

Manufacturers/Distributors of Adaptive Equipment, Toys, Games, and Switches

Access to Recreation
2509 E. Thousand Oaks Blvd., Suite 430
Thousand Oaks, CA 91362

Adaptive Communication System, Inc. (ACS)
PO Box 12440
Pittsburgh, PA 15231

Beneficial Designs
5858 Empire Grade
Santa Cruz, CA 95060

Childcraft Education Co.
20 Kilmar Road
Edison, NJ 08817

Cleo, Inc.
3957 Mayfield Road

Cleveland, OH 44121

Communication Aids for Children and Adults
Crestwood Co.
PO Box 04606
Milwaukee, WI 53204-0606

Constructive Playthings
1227 E. 119th Street
Grandview, MO 64030

Discovery Toys
619 Atlantic Hill Drive
Eagan, MN 55123

Flaghouse, Inc.
150 N. Macquester Parkway
Mount Vernon, NY 10550

Fred Sammons, Inc.
Box 32
Brookfield, IL 60513

Gametime, Inc.
PO Box 121
Fort Payne, AL 35967

Gopher Athletic
220 24th Avenue
Owatonna, MN 55060

Hosmer Dorrance
561 Division St.
PO Box 37
Campell, CA 95009

Imports International, Inc.
27 Tanglewood Drive
Norwich, CN 06360

Jesana Ltd.
PO Box 17
Irvington, NY 10533

Lifeline Production
1421 S. Park St.
Madison, WI 53715

Mission Bay Aquatic Ctr.
1001 Santa Clara Point
San Diego, CA 92109

National Lekotek Center
2100 Ridge Avenue

Evanston, IL 60204

Sportime
One Sportime Way
Atlanta, GA 30340

Theraplay Products
PCA Industries, Inc.
2924 40th Avenue
Long Island City, NY 11101

National Organizations Serving Citizens with Disabilities

American Foundation for the Blind, Inc.
15 West 16th Street
New York, NY 10011

Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234

The Association for Persons with Severe Handicaps
7010 Roosevelt Way, N.E.
Seattle, WA 98115

Association for Retarded Citizens (ARC-US)
2501 Avenue J
Arlington, TX 76006

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Epilepsy Foundation of America
4351 Garden City Drive
Suite 405
Landover, MD 20785

Muscular Dystrophy Association, Inc.
810 Seventh Avenue
New York, NY 10019

National Amputation Foundation
12-45 150th Street
Whitestone, NY 11357

National Association for Mental Health
10 Columbus Circle
New York, NY 10019

National Association of Developmental Disabilities Council
1234 Massachusetts Ave., NW
Suite 103

Washington, DC 20005

National Down Syndrome Society
141 5th Avenue
New York, NY 10010

National Easter Seal Society
2023 W. Ogden Avenue
Chicago, IL 60601

National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230

National Head Injury Foundation
280 Singletary Lane
Framingham, MA 01701

National Information Center on Deafness
Gallaudet College
Kendall Green
Washington, DC 20002

National Multiple Sclerosis Society
205 E. 42nd Street
New York, NY 10017

National Paraplegia Foundation
333 North Michigan Avenue
Chicago, IL 60601

National Society for Autistic Children
1234 Massachusetts Ave., NW
Suite 1017
Washington, DC   20005

National Spinal Cord Injury Foundation
369 Elliot Street
Newton Upper Falls, MA 02164

National Therapeutic Recreation Society
3101 Park Center Drive
Alexandria, VA 22302

United Cerebral Palsy Association
66 East 34th Street
New York, NY 10016

National Sports and Recreation Associations

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
1900 Association Drive
Reston, VA 22091

American Athletic Association of the Deaf
Jack Levesque
PO Box 1089
San Leandro, CA 94577

American Blind Bowling Association
150 N. Bellaire Avenue
Louisville, KY 40206

American Camping Association - Bradford Woods
5000 State Road 67 N.
Martinsville, IN 46151

American Wheelchair Bowling Association
Route 2, Box 750
Lutz, FL 33549

Boy Scouts of America
1325 Walnut Hill Lane
PO Box 152079
Irving, TX 75015-2079

Disabled Outdoorsmen
5223 South Lorel Avenue
Chicago, Il 60638

Girl Scouts of the USA
Martha Jo Dennison
830 Third Ave.
New York, NY 10022

HEALTHsports, Inc.
1455 West Lake St.
Minneapolis, MN 55408

International Committee of the Silent Sports Gallaudet College
800 Florida Avenue and 7th Street, NE
Washington, DC 20002

International Foundation for Wheelchair Tennis
Peter Burwash Associates
2203 Timberloch Place, Suite 126
The Woodlands, TX 77380
(713) 363-4707

International Wheelchair Road Racers Club, Inc.
30 Myano Lane
Stamford, CN 06902

National 4-H Center
7100 Connecticut Ave.
Chevy Chase, MD 20815

National YMCA

Program Services Division
101 N. Wacker Drive
Chicago, IL 60606

National Amputee Skiing Association
3738 Walnut Avenue
Carmichael, CA 95608

National Foundation for Horsemanship for the Handicapped
PO Box 462
Malvern, PA 19355
(215)644-7414

National Handicapped Sports
4405 East-West Highway, Suite 603
Bethesda, MD 20814

National Ocean Access Project (NOAP)
410 Severn Avenue, #107
Annapolis, MD 21403

National Parks Service
Division of Special Programs and Populations
Department of Interiors
18th and C Streets, NW
Washington, DC 20240

National Recreation & Park Association
2775 South Quincy Street, Suite 300
Arlington, VA 22206-2204

National Theater of the Deaf
PO Box 659
Chester, CN 06412

National Therapeutic Recreation Society
3101 Park Center Drive
Alexandria, VA 22302

National Wheelchair Athletic Association
3617 Betty Drive
Suite S
Colorado Springs, CO 80907

National Wheelchair Basketball Association
110 Seaton Building
University of Kentucky
Lexington, KY 40506

National Wheelchair Softball Association
1616 Todd Court
Minneapolis, MN 55033

PATH (Performing Arts Theater of the Handicapped)

PO Box 9050
Carlsbad, CA 92208

Paralyzed Veterans of America (PVA)
801 18th Street NW
Washington, DC 20006

Recreation Information Management
US Department of Agriculture, Forest Service
201 14th Street, SW
Washington, DC 20250

Ski for Light, Inc.
1455 W. Lake Street
Minneapolis, MN 55408

Special Olympics International
1350 New York Ave., NW #500
Washington, DC 20005

Special Recreation, Inc.
International Center on Special Recreation
362 Koser Avenue
Iowa City, IO 52246-3038

United States Association for Blind Athletes
33 N. Institution Street
Colorado Springs, CO 80903

United States Blind Golfers Association
c/o Patrick Browne, Jr.
300 Carondelet Street
New Orleans, LA 70130

United States Cerebral Palsy Athletic Association
34518 Warren Road
Suite 264
Westland, MI 48185
(313)425-8961

United States Deaf Skiers Association, Inc.
Box USA
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002

United States Olympic Committee's Committee on Sport for the Disabled
1750 East Boulder Avenue
Colorado Springs, CO 80909-5760

United States Organization for Disabled Athletes
Pan-Am Victory Games for Physically Disabled Youth
1101 E. River Cove Street

Tampa, Fl 33604

United States Quad Rugby Association
2418 W. Fall Creek Court
Grand Forks, ND 58201

United States Wheelchair Weightlifting Federation
Bill Hens
39 Michael Place
Levittown, PA 19057

Very Special Arts
1331 F Street NW
Suite 800
Washington, DC 20004

Vinland National Center
3675 Ihduhapi Road
Loretto, MN 55357

Wheelchair Motorcycle Association, Inc.
101 Torrey Street
Brockton, MA 02401

Wilderness Inquiry II
1313 Fifth Street, SE
Suite 327A
Minneapolis, MN 55414

World Recreation Association of the Deaf, Inc./USA
PO Box 3211
Quartz Hill, CA 93536

Research, Training, and Information Centers that Provide Resources on Community Integration/Recreation

ABLEDATA
8455 Colesville Road, Suite 935
Silver Spring, MD 20910

Beach Center on Families and Disability
The University of Kansas
3111 Haworth Hall
Lawrence, Kansas 66045

Center for Special Education Technology
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

The Center on Human Policy
School of Education
Division of Special Education and Rehabilitation

200 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
630 Huntington Hall
Syracuse, NY 13244-2340

Information Center for Individuals with Disabilities
20 Providence St., Room 329
Boston, MA 02116

Institute on Community Integration
6 Pattee Hall
150 Pillsbury Drive
University of Minnesota
Minneapolis, MN 55455

NARIC (National Rehabilitation Information Center)
8455 Colesville Rd., Suite 935
Silver Spring, MD 20910-3319

NICHCY (National Information Center for Children and Youth with Disabilities)
PO Box 1492
Washington, DC 20013

National Center for Youth with Disabilities
University of Minnesota
Box 721-UMHC
Harvard St. at East River Road
Minneapolis, MN 55455

PACER (Parent Advocacy Coalition for Educational Rights) Center
4826 Chicago Ave. S.
Minneapolis, MN 55417-1098

PEAK Parent Center, Inc.
6055 Lehman Drive
Suite 101
Colorado Springs, CO 80918

SPECIALNET
GTE Education Services, Inc.
2021 K St., NW, Suite 215
Washington, DC 20006

Shared Communication and Assistance Network (SCAN)
AAUAP
8605 Cameron St., Suite 406
Silver Spring, MD 20910

TRACE Center
5151 Waisman Center
1500 Highland Ave.
Madison, WI 53706

Videotapes

Biklen, D. (Producer). (1988). Regular lives [Videotape]. Washington, DC: State of the Art.

Forest, M., & Flynn, G. (Producers). (1990). With a little help from my friends [Videotape]. Toronto: Centre for Integrated Education and Community.

Hoskins, G. (Director). Greg Hoskins and the Stick People. (1991). Labeling blues [Videotape]. RR7, Peterborough, Ontario K96 6X8.

National Handicapped Sports (Producer). (1992). Fitness is for everyone [Videotape]. Bethesda, Maryland.

People First of Lethbridge (Producers). (1990). Kids belong together [Videotape]. Toronto: Inclusion Press.